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ABSTRACT

The first section of this guide about literacy programs in Texas features background information about literacy, including a definition of literacy; literacy statistics; a fact sheet about literacy in the United States; developmental stages of literacy; Kohl's four stages of literacy; characteristics of successful programs; barriers to and methods to enhance interagency cooperation; the library's role in literacy education; and an edition of "Special Topics," a newsletter that compiles selected citations from the current literacy literature. The second section focuses on resources--e.g., tutor training, Laubach literacy action in Texas, and funding resources. In addition to discussing literacy student recruitment, the third section addresses some differences between adults and children as learners and publicity for literacy programs. Volunteers and volunteer training are discussed in the fourth section, and creating a literacy council is described in the fifth. National literacy methodologies are explained in the sixth section. The final section covers material selection policies, presents bibliographies and lists oriented toward helping librarians plan literacy programs, and provides additional information of interest to tutors and volunteers. (SD)

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HELPFUL INFORMATION FOR LITERACY PROGRAMS

Gathered from far and wide

Texas State Library
Library Development Division
March, 1990

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LITERACY

Functional literacy is the ability to read, comprehend, write, and compute at a level which enables one to meet requirements of adult living.

1 out of 5 Texans is functionally illiterate (Gov. Mark White. Proclamation of Literacy Week, 9/83)

21% of Texas 18 and over "do not possess the functional competencies prerequisite to coping in society" (Adult Performance Level Project)

36% of Texans over 18, or 4,081,281 adult Texans have less than a high school education (1980 Census, TEA)

Texas is third in the nation (behind California and New York) in the number of under-educated adults (1980 Census, TEA)

1 out of 5 Americans is illiterate: 25 million cannot read or write, 25 million cannot function at adult level. This number is increasing by 2.3 million a year in legal and illegal immigrants, refugees, and 950,000 young people per year who drop or are pushed out of school.

56% of Hispanic teenagers are functionally illiterate in English*

44% of Black teenagers are functionally illiterate in English*

40% of adults with incomes under $5,000 are functionally illiterate in English*

85% of young people who appear in juvenile court are functionally illiterate in English*

60% of prison population is functionally illiterate in English*
(* National Advisory Council of Adult Education)

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LITERACY STATISTICS

- An illiterate adult earns 42% less than a high school graduate. That adds up to $8 billion a year in LOST TAX REVENUES. And $5 billion of your taxes support WELFARE recipients who are unemployable due to illiteracy.

- 20% of America's adults can't make informed DECISIONS because they can't read. They can't understand a contract or shop for a bargain. And illiteracy among Blacks and Hispanics is two and three times greater than the national average, insuring racial inequities in employment and income.

- National Security - National DEFENSE depends on sophisticated weaponry. But 27% of Army enlistees can't read training manuals written at the 7th grade level.

- The number of illiterate Americans is increased by nearly one million SCHOOL DROPOUTS each year. The *U.S. News* forecasts that the decline in reading skills will lead in two decades to an elite, literate class of no more than 30% of the population.

- The percentage of least literate individuals rises from about 8% of those with INCOMES of $15,000 or greater to 40% of those with a poverty level income.

- According to Bureau of Justice statistics, a random sample of 1,000 males between the ages of 21 and 29 who have seven years or fewer of schooling, would show that 342 of them are in PRISON, compared to 11 from a group of the same size who had completed high school..

- The U.S. Department of Labor estimates that up to 75% of the 8 million persons UNEMPLOYED in 1982 lacked the basic writing and reading skills needed to enable employers to train or retrain them.

nearly 85% of all JUVENILES who appear before a judge have significant reading problems.

Incidence of Reading Books in the Past Six Months
(By Educational Level)

Educational Level	All Adults (percent)
High school or less	43.1%
Some college	68.0
College graduate or more	74.9
OVERALL AVERAGE	55.9

Most statistics on this page are from:
Education Week, 9/5/84

Public Communications Department
Laubach Literacy International
1320 Jamesville Ave, Box 131
Syracuse, NY 13210
(315) 422-9121

FACT SHEET: ADULT ILLITERACY IN THE U.S.

HOW IS LITERACY MEASURED?

Literacy experts use one of two methods to measure adult literacy. Some test the ability of sample groups of adults to complete tasks that require literacy skills, such as reading a want ad, addressing an envelope, or filling out a form. The results are then applied to the total population. Other experts designate the completion of the 5th, 8th, or 12th grades as benchmarks of literacy.

APL STUDY

The Adult Performance Level (APL) study, commissioned by the U.S. Office of Education and released in 1975, tested adult literacy skills in five functional areas, including occupation, health, and consumerism (1). Based on APL findings, the Office of Education estimated that 23 million adults 18 and over, or about 1 in 5, didn't have the literacy skills to complete everyday tasks. Applying APL findings to recent population statistics, the U.S. Department of Education says 26 million are functionally illiterate today (2).

GRADE COMPLETION

The advantage of grade completion figures as a definition of literacy is that these figures are regularly gathered by the U.S. Bureau of the Census. The disadvantage is that grade school completion doesn't guarantee corresponding skill attainment. Some states require 8th grade skills for 12th grade graduation (3).

In 1980, the Census counted 24.4 million Americans over the age of 25 with 8th grade education or less. This figure corresponds with the number of adults the APL study finds seriously lacking in literacy skills.

READABILITY

The ease or difficulty (readability) of common reading materials is another indicator of skill levels adults need. The Gunning Fog Index shows that 11.1 grade reading skills are needed to understand the owner's manual for a popular American car. The directions on three industrial cleaning products averaged 8.6. A guide to Social Security benefits tested at 9.9. Nine news articles picked at random from a daily paper averaged 12.5.

REFERENCES

(1) Adult Performance Level Project Staff. Adult Functional Competency: A Summary. Austin, Texas: University of Texas, 1975.

(2) U.S. Department of Education, Office of Vocational and Adult Education. "On Literacy." Washington, DC: U.S. Dept. of Ed., n.d.

(3) Hunter, Carman, and Harman, David. Adult Illiteracy in the United States. New York: McGraw Hill, 1979.

Adult Performance Levels

The Adult Performance Level Project (APL), identified sixty-five literacy skills needed for survival in society and established three Adult Performance Levels based on skill proficiency. Adult Performance Level I is used to describe adults functioning with difficulty in society because they possess low level or no reading skills at all. The Project found that this group makes up 19.7% of the United States population, which equals roughly 23 million adults.

The startling conclusions drawn from the nationwide Adult Performance Levels study were:

1. Twenty percent (20%) of U.S. adults are functioning with difficulty in our society.
2. The South has the highest percentage (25%) of those functioning with such difficulty.
3. An estimated three-fourths of the nation's adults are unable to compute the gasoline consumption rate of a car, when given necessary data.
4. An estimated one-half of the nation's adults are unable to correctly match personal qualifications to job requirements in classified advertisements.
5. Forty percent (40%) of the nation's adults are unable to determine the correct amount of change from a purchase when given a register receipt and the denomination of money used.
6. One-fourth of the nation's adults cannot address an envelope well enough to ensure that a letter will reach its proper destination.

In fact, the study concluded that nearly 60 million U.S. adults cannot read well enough to handle everyday tasks such as reading warning labels, prescription labels, or newspapers.

from Libraries and Literacy:
A Literacy Handbook
Library of Michigan

Developmental Stages of Literacy

Although categories are necessarily limited in their ability to describe individuals, the following descriptions of the four developmental stages of literacy can help us in our efforts to understand and assist the adult new reader.

Total Illiteracy At this stage, a person is virtually unable to read or write beyond, perhaps, his own name and address. These people have the greatest need and present the greatest challenge.

Functional Illiteracy At this stage, a person can read and write to some degree, but not well enough to perform common everyday tasks such as filling out job applications, passing a written driver's test, or reading the newspaper without some assistance.

Limited Literacy This stage includes persons who are functionally literate, but unable to read or write well enough to handle materials outside their immediate needs and familiar interests or to advance beyond their current station through additional vocational training or education.

Literacy This level includes mature readers who are able to read and understand virtually all material encountered in their everyday lives as well as materials concerning subjects of particular interest. Such readers also have the ability to read, perhaps with some difficulty, material on subject matter with which they are not familiar. Even mature readers, however, can and should continue to improve in their ability and occasionally need assistance in reading material about subjects unfamiliar to them or material of an esoteric and highly technical nature.

Adapted from Literacy and the Nation's Libraries, Helen Huguenor Lyman, American Library Association, 1977.

Kohl's Four Stages of Literacy, With Descriptive Skills and Abilities

Level	Skills and Abilities
Beginning	1. Knows print and cursive letters. 2. Knows common "everyday" words such as "COKE", "McDONALD'S", "SOHIO". 3. Knows words that connect and words that place: and, or, but, he, his, the, etc. (often described by students as "the little words") 4. Knows the alphabet. 5. Reads and writes his own name and those of family members or close friends. 6. Knows consonant sounds and possibly a few consonant and vowel combinations. 7. Reads simple sentences, especially sentences from his own language. 8. Cannot use reading and writing in his daily life without significant help.
Not Bad	1. Knows sounds of consonant blends and digraphs and common vowel patterns. 2. Reads words of more than two syllables (often described by students as "the big words") 3. Reads simple paragraphs and stories if they concern a subject of his interest. 4. Reads some everyday material such as road signs, food labels, simple menus, but would have difficulty filling out a job application or reading the newspaper.
With Ease (Pretty Good)	1. Reads unfamiliar words. 2. Reads and comprehends more difficult and longer stories covering a variety of subjects, particularly those relating to his daily needs and interests. 3. Recognizes point of view and different styles of writing. 4. Reads newspapers and magazines; may also read novels and non-fiction works. 5. Is functionally literate, but may not be skilled or confident enough to take an exam for a license or GED, or to continue schooling in an area of interest.
Complex	1. Reads widely in a variety of subject areas. 2. Recognizes subtleties of language, argument, and style. 3. Criticizes style and quality as well as content. 4. Is a mature reader who uses his skill for personal and professional fulfillment but also recognizes the need to continue to grow and develop those skills.

Adapted from Reading, How To, by Herbert Kohl. Bantam Books

SUCCESSFUL PROGRAMS

Library literature and experience suggest that the following factors contribute to literacy program success.

- The library offering the service is physically located in a neighborhood where the target population lives or congregates, or it is easily accessible by bus.
- Before the program starts, staff of both the library and the volunteer group or educational agency offering tutoring and classes
  1) have become acquainted,
  2) have mutually agreed upon classes and sessions, and
  3) have decided, together, what supplies, materials, and equipment the library will purchase for teachers to provide to and use with students.
- The two staffs continue to communicate after the program begins and during its entire duration, sharing information and solving problems together.
- The library schedule of tutoring sessions or classes agrees with the times the target groups can get to the library (for example, when buses are running).
- Materials purchased to support the literacy program are appropriate, i.e., they contain information or narratives which will interest or entertain adults, they look attractive, and they are in a form, or at a vocabulary level, appropriate to the readers.
- Materials purchased to support the literacy program are displayed, in the area where classes are offered, and are used, referred to, touched by the teachers and/or demonstrated by library staff during classes.
- The program is heavily advertised in a manner and in locations appropriate to reach people who read poorly, or not at all, who may understand little English and who belong to a sub-culture with its own methods of communication.
- The entire library staff welcomes all library users and cheerfully helps people who cannot read well to fill out library card forms or to do other reading-writing activities which are necessary to gain access to the library and its programs.

BARRIERS TO INTERAGENCY COOPERATION

- Differences in each agency's purpose, function, priorities, reporting standards, language, organizational structure, program goals, funding limitations, and staff functions.
- Tension over each agency's perceived role in society, status, prestige, program control, competition for funding and credit, and fixed way of "doing things."
- Tendency to design programs to suit the various agencies' needs rather than the needs of the people the program is supposed to serve. Overlooking those people's problems like long distances to travel, need for child care, need for flexible hours, etc.

METHODS TO ENHANCE INTERAGENCY COOPERATION

- Discuss the service to be offered and the needs of the people to be served, first, before doing anything else. Reach some agreement on purpose.
- Describe, clearly and completely what each agency perceives itself able to do to serve these people (i.e., teach, buy books, organize tutors, provide space, etc.) and what each perceives itself unable to do. Discuss each agency's abilities and limitations until you find a way to combine activities to serve the proposed program.
- PLAN! PLAN! PLAN! PLAN who will do what with whom and when and where for every aspect of the program.

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LIBRARIES AND LITERACY; A CONTINUUM OF INVOLVEMENT

The following activities vary from simple library support of community literacy programs to complete commitment of library resources and staff to literacy education.

I. PROVIDE SPACE AND FACILITIES
- for literacy education classes or tutorials
- for training literacy education tutors
- for housing community literacy programs

II. PROVIDE INFORMATION AND REFERRAL SERVICES
- to students seeking reading instruction
- to potential volunteers seeking a community volunteer program
- to community literacy programs trying to find appropriate agencies to help students with life needs (legal aid, consumer problems, health).

III. SELECT, ACQUIRE, AND DISPLAY LITERACY AND ADULT NEW READER MATERIAL
- for people doing research on literacy
- for program administrators
- for tutors
- for adult new readers ready to read independently
- as a focal point for library tours and programs for the adult new reader
- as a focal point for visits to tutoring sites and to community programs to talk about the library

IV. PUBLICIZE COMMUNITY LITERACY PROGRAMS
- Produce brochures, newsletters, bibliographies, training kits
- Develop public service announcements, poster, presentations for community groups

V. PARTICIPATE IN FORMATION OF A COMMUNITY LITERACY COUNCIL

VI. PROVIDE LITERACY INSTRUCTION
- Recruit, train, and supervisor tutors
- Match tutors and students
- Maintain student/tutor records
- Raise funds to support program

CALIFORNIA STATE LIBRARY
SPECIAL TOPICS
Selected citations from the current literature.

No. 11 October 1986

LITERACY: A PERSONAL CHALLENGE AND NATIONAL IMPERATIVE

The number of functionally illiterate adults in the United States has been conservatively estimated at 26 million; for California, the number is about 4.8 million. These numbers have reached critical proportions, and they are still growing.

The costs of illiteracy are high, both in personal terms for the individual who lacks the reading and writing skills needed to cope with everyday life, and in national economic terms. Some studies estimate that illiteracy costs American taxpayers about $225 billion each year, through lost tax revenues; welfare costs; crime (60% of the U.S. prison population is illiterate); lowered productivity; and military and industrial accidents caused by workers unable to read instruction manuals and warnings on hazardous materials and machinery.

The publications listed below are just a few of the more recent publications at the California State Library on the problem of illiteracy and were selected to give you an idea of what is available on this subject. Information on how to obtain these publications in included on the last page of the list.

Compiled by J. L. Davidson

1. The Adult Illiterate Speaks Out: Personal Perspectives on Learning To Read and Write, by Anne Eberle and Sandra Robinson (National Institute of Education, Washington, D. C.), September 1980, 49 p. (Gov. Pubs. Sect. ED1.302 Ad92)

   "Not being able to read is 20th Century leprosy, is what it is, because people treat you different."

2. Adult Illiteracy in the United States: A Report to the Ford Foundation, by Carmen St. John Hunter and David Harman (McGraw-Hill Book Company, New York, New York), c1979, 1985, 208 p. (GEN LC 151 H86 1985)

   "In addition to identifying and defining adult illiteracy, this study evaluates the programs and services currently available. Concentrating on the educational needs of the most disadvantaged poor, it recommends a National educational policy that will seek out and give support to community-based initiatives."

3. **Adult Literacy Education: Current and Future Directions**, by Arlene Fingeret (Eric Clearinghouse on Adult, Career, and Vocational Education, the National Center for Research in Vocational Education, Columbus, Ohio), 1984, 56p. (Gov. Pubs. Sect. ED1.302 L775)

   "To clarify and examine conventional wisdom and stereotypes about adult literacy, this paper focuses on the approaches of individually oriented and community-oriented programs. An examination of the literature base ... leads to the conclusion that these different approaches work successfully with different segments of the illiterate adult population." The final chapter "presents a series of recommendations for the improvement of literacy education."

4. Ahead: A Nation of Illiterates?, by Stanley N. Wellborn. In U.S. News & World Report, Vol. 92, No. 19 (May 17, 1982) pp. 53-57.

   "The growing number of Americans who can't read or write properly is generating widespread concern. A major worry: there won't be enough people equipped to handle complex new technology."

5. **Becoming a Nation of Readers: The Report of the Commission on Reading**, by Richard C. Anderson, et al. (National Institute of Education, Washington, D. C.), 1984, 147 p. (Gov. Pubs. Sect. ED1.302 N21)

   "The Knowledge is now available to make worthwhile improvements in reading throughout the United States. If the practices seen in the classrooms of the best teachers in the best schools could be introduced everywhere, improvements in reading would be dramatic."

6. Books in Our Future: a report to the Congress from the Librarian of Congress, by Daniel J. Boorstin (U.S. Government Printing Office, Washington, D. C.), 1984, 49 p. (Gov. Pubs. Sect. Y4.L612 B64)

   "What we do about books and reading in the next decades will crucially affect our citizens' opportunities for enlightenment and self-improvement; their ability to share in the wisdom and delights of civilization, and their capacity for intelligent self-government."

7. **California Literacy Campaign: Program Effectiveness Review, by Martha A. Lane, et al.** (Submitted to California State Library, Sacramento, California), October 1984, 98 p. (Gov. Pubs. Sect. L575 L57)

   "The California Literacy Campaign builds on the existence of branch library facilities in over 1,000 communities in the state, and on the assumption that the participation in the over all literacy effort is in the interest of the libraries. Libraries have the physical facilities, books and other learning resources for enriching the literacy student's experience."

   In production and soon to be available is **California Literacy Campaign: Program Effectiveness Review II** by Mark F. Wurzbacher and Christine H. Yeannakis (Submitted to the California State Library, Sacramento, California), September 15, 1986.
   (Gov. Pubs. Sect. L575 L571)

8. Can Your Employees Read This?, by Mary-Margaret Wantuck. In Nation's Business, Vol. 72, No. 6 (June 1984) pp. 34-37.

   "Millions of adult Americans are functionally illiterate, and their frequently concealed handicap exacts a staggering price. Employers are taking remedial action."

9. Corporations Aim to Wipe Out Illiteracy, by William McGowan. In Business and Society Review, No. 44 (Winter 1983) pp. 37-40.

   "Illiteracy on the job can severely crimp corporate profits."

10. Corporations Take Aim at Illiteracy, by Irwin Ross. In Fortune, Vol. 114, No.7 (September 29, 1986) pp. 48-50+.

    "Faced with the need for better-educated employees, many companies are becoming teachers of last resort by sponsoring remedial programs in plants and offices."

11. **Effective Adult Literacy Programs: A Practitioner's Guide**, by Renee S. Lerche (Cambridge Book Co., New York, New York), 1985, 282 p.
    (GEN LC 151 L47 1985)

    "This book represents a synthesis of the findings of the National Adult Literacy Project (NALP), a U.S. government-funded study that investigated how literacy programs structure various aspects of program operation and management to meet their objectives effectively."

12. Functional Illiteracy: Keeping Up in America, by David Harmon. In Current, No. 285 (September 1986) pp. 4-9.

    "Improving the quality of U.S. public education is an obvious (albeit expensive) first step: There is no logical reason why tax-supported high schools in America could produce graduates who cannot read and write at a twelfth-grade level. Continuing to do so merely consigns another generation of youths, especially low-income youths, to the bottom rungs of the economic ladder."

13. How Business is Joining the Fight Against Functional Illiteracy. In Business Week, No. 2838 (April 16, 1984) pp. 94+.

    "More companies are pouring money and manpower into remedial education."

14. How We Can Win: A Plan to Reach and Teach Twenty-Five Million Illiterate Adults, by Jonathan Kozol. In Wilson Library Bulletin, Vol. 54, No. 10 (June 1980) pp. 640-644.

    "In a nation of 25 million totally illiterate adults, it is obvious that a 'literacy army' of at least five million volunteers will be essential if we are to train as many as five volunteers for every twenty five illiterate adults."

15. Illiteracy: An Everyday Problem for Millions, by Sharon Darling. In Appalachia, Vol. 18, No. 1-2 (September-December 1984) pp. 21-28. (Gov. Pubs. Sect. Y3.Ap42:9-2 v. 18, No. 1-2)

    "Students who do not finish high school have an unemployment rate four times that of high school graduates. Other studies indicate that the average noncompleter who does find employment earns a third less than a high school graduate and that an illiterate adult earns 42 percent less than an adult with a high school diploma."

16. Illiteracy and Inner-City Unemployment, by Michael Bernick. In Phi Delta Kappan, Vol. 67, No. 5 (January 1986) pp. 364-367.

    "The lack of reading and math skills is a pressing problem in the inner city. The San Francisco Renaissance has set out to combat that problem and to fight unemployment at the same time."

17. **Illiteracy and the Scope of the Problem in this Country: hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, U.S. House of Representatives, ninety-seventh Congress, second session, hearing held in Washington, D.C. on September 21, 1982** (U.S. Government Printing Office, Washington, D.C.), 1984, 83 p. (Gov. Pubs. Sect. Y4.Ed81 IL62)

    "The country spends $6.6 billion to keep 700,000 illiterates in jail annually. Furthermore, over 85 percent of the juvenile delinquents who go to court every year are either illiterate or functionally illiterate." - Paul Simon

18. Illiteracy in America, by Roger Thompson. In Editorial Research Reports, Vol. 1, No. 24 (June 24, 1983) pp. 475-492.

    "Each year 850,000 students drop out of school. Most of them cannot read well enough to follow TV dinner instructions; they are too weak in math to compute sales tax. Thousands more who do manage to graduate are no better off; their diplomas mock the system."

19. Illiteracy in America: Extent, Causes, and Suggested Solutions, by Patricia H. Smith, et al., The National Advisory Council on Adult Education Literacy Committee (U. S. Government Printing Office, Washington, D. C.), 1986, 93 p. (Gov. Pubs. Sect. Y3.Ed82 2IL6)

    "Solutions to recent educational problems are possible, but we must understand that there will be opposition to real reform. Given the strength of the educational bureaucracy and the shortness of the national attention span, we may well be not only a nation at risk, but a nation at a loss about how to minimize the risk. Perhaps we do not lack the means, but rather the will to do what we should."

20. **Illiteracy in America**: joint hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives and the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources, United States Senate, Ninety-ninth Congress, first session, hearings held in Washington, D. C., on August 1; October 1 and 3, 1985 (U. S. Government Printing Office, Washington, D. C.), 1986, 239 p. (Gov. Pubs. Sect. Y4.Ed 81 : 99-61)

    An excerpt from one of the letters submitted to the hearing: (is exactly as written)

    "I came to you as a child - you fail me
    I come as an adult - you still fail me
    I bring my child to you - For I can not teach than
    I ask please do not do to them what you have done to me - we are
    crying teach me I have something to offer but first I need to
    leard."

21. **Illiteracy in America: A Time for Examination**, by George McGovern. In USA Today, Vol. 108, No. 2420 (May 1980) pp.24-26.

    "The causes of our educational decline lie in a retreat from leadership and a lowering of standards."

22. **Illiterate America**, by Jonathan Kozol (Anchor Press/Doubleday, Garden City, New York), 1985, 270 p. (GEN LC 151 K68 1985)

    Kozol, author of the National Book Award-winning **Death at an Early Age**, describes the enormous economic and human costs of illiteracy and in an eloquent call for change proposes a specific program to conquer illiteracy.

23. **Invisible Citizenship: Adult Illiteracy in California**, by Kim Connor (California Legislature. Senate Office of Research, Sacramento), March 1986, 32 p. (Gov. Pubs. Sect. L553 I44)

    "Public programs, together with private programs, serve fewer than 800,000 illiterate adults in California annually. This leaves an estimated 4 million illiterate adults unserved each year in our state."

24. **It's at Home Where Our Language Is in Distress**, by Alvin P. Sanoff and Lucia Solorzano. In U.S. News & World Report, Vol. 98, No. 6 (February 18, 1985) pp. 54-57.

"English may be the toast of Paris and Peking, but back here in River City it's got trouble, trouble, trouble-"

25. **Let's Develop Employee Assistance Programs to Teach Reading and Writing**, by J. H. Foegen. In Personnel Journal, Vol. 63, No. 3 (March 1984) pp. 83-85.

America needs an educated workforce to be able to compete with Japan, Germany and the rest of the world. "The competition is there, certainly. For instance, in Japan, the high school year runs 240 days compared with our 180. The school day is six to eight hours, not the five and a half to six common in the United States. Of the Japanese entering high school, 95% graduate. In the U.S. the figure is 75%. Japan also surpasses the U.S. in IQ levels, scientific knowledge, and proportionate spending on education."

26. **Literacy and the Nation's libraries**, by Helen H. Lyman (American Library Association, Chicago, Illinois), 1977, 212 p. (GEN Z 716.45 L9314)

"The purpose of this manual is to guide librarians in their efforts to assist people of all ages and all reading levels to become competent, habitual, and independent readers."

27. **Literacy, Employment and the California Economy: A Study and Recommendations for Policy and Program for the California Literacy Campaign**, by Lenny Goldberg, et al. (Submitted to California State Library, Sacramento), July 1985, 65 p.
(Gov. Pubs. Sect. ERIC Microfiche ED 263 918)

"This examination of the relationship between literacy and the labor market in California describes in general terms the effects of widespread illiteracy on employers, the unemployed, employees and the California economy. It discusses current programs which address the lack of basic literacy skills in the labor market, and identifies some of the elements that contribute to successful programs."

28. **Literacy for Every Adult Project (LEAP): Report of Learning Center Component**, by Sharon Pastori, et al. (Richmond Public Library, Richmond, California), September 1986, 88 p.
    (Gov. Pubs. Sect. CA-L R33 Li27 L776)

    The Literacy for Every Adult Project (LEAP), is a project started by the Richmond Public Library in Richmond, California to tutor adults in that area in one-to-one or small group settings in basic literacy skills. The project, funded with an LSCA (Library Services and Construction Act) grant is especially interesting in that it uses microcomputers as part of its program to teach adults basic literacy skills.

29. **Literacy: Meeting the Challenge. The Private Sector Involvement in Literacy Efforts**, by Lily Fleming, Daniel Bassill and Linda Stoker (U.S. Department of Education, Washington, D.C.), 1980, 31 p.
    (Gov. Pubs. Sect. ED1.27 P93)

    This booklet describes three literacy programs sponsored and funded by three large, private corporations: Polaroid, the New York Insurance Company and Montgomery Ward. These papers were originally presented in Washington, D. C. at the National Right to Read Conference.

30. **Literacy: Profiles of America's Young Adults**, by Irwin S. Kirsch and Ann Jungeblut (National Assessment of Educational Progress, Princeton, New Jersey), 1986, 68 p. (GEN LC 151 K5)

    "The investigators in this study have produced a 'profile of adult literacy' that provides four perspectives on how well young adults aged 21 through 25 years perform literacy tasks involving the use of prose materials (which predominate in home and school settings), documents (like forms, procedural guides, manuals, and so forth that are widely used in commercial and civil life in the United States), quantitative literacy materials (in which reading and mathematics are intertwined, as in reading a menu and calculating the cost of a meal), and materials used by fourth, eighth, and eleventh grade students in school."

31. **Literacy Programs in Action**, by Carolyn Anthony. In Publishers Weekly, Vol. 227, No. 21 (May 24, 1985) pp. 39-41.

    "Learning to read in order to 'be somebody' is the goal of six women in an East Harlem adult literacy class."

32. Literacy Training: A Hidden Need, by Chris Lee. In Training, Vol. 23, No. 9 (September 1986) pp. 64-68+.

"Call them altruistic, progressive, paternalistic. But don't overlook the business savvy of employers who invest in remedial education."

33. Mobilizing Business for Literacy, by Robert A. Carter. In Publishers Weekly, Vol. 227, No. 21 (May 24, 1985) pp. 35-38.

"Illiteracy is especially high in three groups of our society: the unemployed, those on welfare and the prison population. Of those three groups, 60% are considered functionally illiterate. Stop and think for a moment about the economic implications of that figure, as well as the social aspects."

34. A Nation at Risk: The Imperative for Educational Reform, by the National Commission on Excellence in Education (U.S. Department of Education, Washington, D.C.), April 1983, 65 p.

"If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war. As it stands, we have allowed this to happen to ourselves."

35. The Nation Responds: Recent Efforts to Improve Education (U.S. Department of Education, Washington, D.C.), May 1984, 229 p. (Gov. Pubs. Sect. ED1.2 N212)

An overview of what individual states are doing to improve education and a look at a variety of local efforts and programs around the country aimed at improving the quality of education.

36. A Nation's Wealth, by Jonathan Kozol. In Publishers Weekly, Vol. 227, No. 21 (May 24, 1985) pp. 28-30.

"It may sound extravagant to suggest that universal literacy, once honorably sought and finally attained in the United States, will suddenly and magically endow us with an efflorescence of great poetry and art....Still, when I talk with those whom people of another generation would have called 'unlettered' men and women, I cannot escape the thought that there is an unopened vein of unimagined beauty here."

37. Oversight Hearing On Adult Illiteracy: hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor, U.S. House of Representatives, Ninety-seventh Congress, second session, hearing held in Washington, D.C., on December 2, 1982 (U.S. Government Printing Office, Washington, D.C.), 1984, 34 p. (Gov. Pubs. Sect. Y4.Ed81 IL6)

"There is something that is out of kilter in our school system if people can survive seven or eight grades of school and not really be literate." -Arlen Erdahl

38. Oversight Hearing on Successful Education Programs Relating to Iliteracy, Bilingual Education and Dropout Prevention: hearing before the subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, U.S. House of Representatives, Ninety-Ninth Congress, first session, hearing held in Los Angeles, CA, November 25, 1985 (U.S. Government Printing Office, Washington, D.C.), 1986, 179 p. (Gov. Pubs. Sect. Y4.Ed81:99-78)

"The problem of illiteracy is at the root of so many social ills but it can be solved. In our judgment, it will only be solved if we agressively and creatively muster all available resources from both the private and public sectors to address the issue." -Ward Albright

39. Prisoners of Silence: Breaking the Bonds of Adult Illiteracy in the United States, by Jonathan Kozol (Continuum, New York, New York), 1980, 113 p. (GEN LC 151 K69)

"The purpose of this book is not to restate the complaint, but to begin the search for answers."

40. Public Libraries and Literacy: A New Role to Play, by Gary Strong. In Wilson Library Bulletin, Vol. 59, No. 3 (November 1984) pp. 179-182.

"The California Literacy Campaign has a single purpose. It is to lay the groundwork for a statewide, long-term structure that will reach and help adults in California attain an English-language ability they want and need."

41. Roles in Literacy Learning: A New Perspective, edited by Duane R. Tovey and James E. Kerber (International Reading Association, Newark, Delaware), 1986, 180 p. (GEN LB 1050 R58 1986)

    A collection of articles on the roles of parents, teachers, children, administrators and researchers in the quest for literacy.

42. State Library Responses, by Gary Strong. In Library Trends, Vol. 35, No. 2 (Fall 1986) pp. 243-262 (In press).

    This article is part of a forthcoming issue of Library Trends titled Adult education, literacy and libraries.

43. Stomping Out Illiteracy in Illinois, by Porter McNeil. In Illinois Issues, Vol. 12, No. 6 (June 1986) pp. 18-20.

    "Local volunteer effort is the key in this program of using state grants and private support."

44. Through the Looking Glass: Literacy as Perceived by Illiterate Adults, by Arlene Fingeret (Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York), March 1982, 14 p. (Gov. Pubs. Sect. ERIC Microfiche ED 222 698)

    "While the illiterate adults interviewed all agreed that it would be nice to know how to read and write, some of those surveyed feared that the development of literacy skills and the subsequent increase in independence that literacy brings may entail losing one's place in the fabric of social life that exists in largely illiterate subcultures. A positive sense of community, with illiteracy as one of the factors contributing to it, often combines with negative images of literate people as individuals who lack common sense, thus leading many illiterate adults to desire literacy skills only instrumentally."

45. Toward a Learning Society: the Reagan Administration's Adult Literacy Initiative, by T. H. Bell (U.S. Department of Education, Washington, D.C.), 1984, 10 p.
    (Gov. Pubs. Sect. ERIC microfiche ED 250 495)

    "The initiative....encourages cooperative efforts by the public and private sectors as well as the recruitment of literacy volunteers....the Department of Education will establish the National Adult Literacy Project - a program that will identify model literacy programs and develop and test new literacy materials."

46. The View from Washington, by Howard Fields. In Publishers Weekly, Vol. 227, No. 21 (May 24, 1985) pp. 31-34.

"The administration's concern over illiteracy is not evident in its minuscule funding for effective literacy programs."

47. Workplace Literacy, edited by Anne Skagen (American Management Association, New York, New York), 1986, 74 p. (GEN HF 5549.5 T7 W66 1986)

This book details what businesses have done and can do to promote literacy in the workplace.

Tutor Training Resources

The following organizations train tutors and provide information and resources for establishing volunteer tutoring programs.

NATIONAL

Laubach Literacy Action
P.O. Box 131
Syracuse, NY 13210
(315) 422-9121

Literacy Volunteers of America
Widewaters One Office Building
5795 Widewaters Parkway
Syracuse, NY 13214
315/445-8000

Jefferson County Adult Reading Program
Chuck Guthrie
Developer, Demonstrator
Murray State University
Murray, KY 42071
(502) 762-3055

Assault on Illiteracy Program
507 Fifth Avenue, Suite 1101
New York, NY 10017

TEXAS

TALL
Texas Adult Literacy Laubach
P.O. Box 2152
Austin, TX 78768-2152
512-473-2421

Literacy Volunteers of America - Texas
4029 Capital of Texas Highway South
Suite 217
Austin, TX 78704
(512) 440-7121

LAUBACH LITERACY ACTION
Box 131
Syracuse NY 13210
(315)422-9121

LLA Group Members in Texas

Collin County Adult Lit.
Ruth Pringle
Allen ISD-Box 13
Allen, TX 75002

Amarillo Area Adult Lit.
Kay Menard
P.O. Box 447
Amarillo, TX 79178

Travis Co. Adult Lit. Council
Margaret Eisenbeck
P.O. Box 1748
Austin, TX 78767

Literacy Advance-Houston
Connie Riddle
4545 Bissonet #128
Bellaire, TX 77401

Brenham Comm. Ed. Council
Diana K. Wenzel
P.O. Box 1147
Brenham, TX 77833

Lit. Council Colorado County
Sara Uzzi
529 Washington-Library
Columbus, TX 78934

Corpus Christi Lit. Council
Dodie M. Hummell
805 Comanche
Corpus Christi, TX 78401

Lake Highlands Lit. Cen.
Jeri Burdine
P.O. Box 18612
Dallas, TX 75218

Village Literacy Council
Fran Cash
4178 Beechwood Ln.
Dallas, TX 75220

Lit. Learning Ctr.-SW Dallas Co.
Arnell Kimbro
P.O. Box 380223
Duncanville, TX 75138

Our Lady's Literacy Council
Rev. Jesse Euresti
P.O. Box 365
Eagle Lake, TX 77434

Maverick County Lit. Council
Eugene GE Botelho
P.O. Box 925
Eagle Pass, TX 78853

Paso Del Norte Lit. Council
Connie Quiroz
3501 Hueco St.
El Paso, TX 79903

RSVP Program of El Paso
Winifred Dowling
2 Civic Center Plaza-3rd
El Paso, TX 79999

Tarrant Literacy Asso.
Mrs. Ruth Boone
6068 Wrigley Way
Ft. Worth, TX 76133

Lit. Council Williamson Co.
Barbara Roy
P.O. Box 740
Georgetown, TX 78627

East Texas Literacy Council
Cissy Ward
500 N. 3rd St. Rm 200
Longview, TX 75601

Angelina County Literacy
Bob Quillin
107 E. Lufkin Ave.
Lufkin, TX 75901

Adult Reading Center, Inc.
Patty Moncus
P.O. Box 1528
Pearland, TX 77588

Guadalupe Co. Adult Lit.
Margaret Riley
1060 Elbel Rd.
Schertz, TX 78154

Lit. Council Bowie/Miller Co.
Barry Nutter
600 W. 3rd St.
Texarkana, TX 75501

Galveston College
Dr. C. Lavonne Moton
4015 Avenue Q
Galveston, TX 77551

Waller Co. Read Railroad
Richard Uzzell
Rt. 2 Box 556
Hemstead, TX 77445

Lubbock Baptist Asso.
Judy Higginbotham
1921 18th St.
Lubbock, TX 79401

Mansfield Area Lit. Program
Carol Ritchey
123 N. Willow St.
Mansfield, TX 76063

Tom Green Literacy Assoc.
Margaret Hickson
P.O. Box 60001
San Angelo, TX 76906

Sherman Tutor-Edu. Program
Box 1645 Austin College
Sherman, TX 75090

SW AR Development Council
Sue Bruner
2006 State Line
Texarkana, TX 75502

LITERACY VOLUNTEERS OF AMERICA - TEXAS
AFFILIATES
2/89

1. **LVA-Alice**
Alicia Salinas, Director
Alice Public Library
401 East Third
Alice, Texas 78332
512-664-9506

2. **LVA-Bastrop**
Margaret Liggett/Mahala Rowley
P.O. Box 418
Bastrop, Texas 78602
512-321-4650

3. **LVA-Bay City**
Terry Miller, President
P.O. Box 631
1301 Liveoak
Bay City, Texas 77414
409-245-5766

4 **LVA-Brazos Port**
Reading Education for Adults
Frances Ahlich, Coordinator
Connie Reitz, Board, Fund-Raising
219 Huckleberry
Lake Jackson, Texas 77566
409-297-1271

5. **LVA-Brazos Valley**
Peggy Samson, Coordinator
P.O. Box 5211
Bryan, Texas 77805
409-823-3818

6. **LVA-Cleburne**
Karen Lowe
103 S. Walnut
Cleburne, Texas 76031
817-645-4373

7. **Corpus Christi Literacy Council**
Renee Smith, Acting Coordinator
805 Comanche
Corpus Christi, Texas 78401
512-888-8699

8. **LVA-Dallas**
Lindy McCray
Dallas Public Library
1515 Young Street
Dallas, Texas 75201
214-670-7836

9. **LVA-Fort Bend County**
Lois Lichliter, Executive Director
9910 Cash Road
Stafford, Texas 77477
713-499-0330

10. **LVA-Houston**
Kenny Washington, Chariperson
Lois Alberts, Program Manager
c/o V.O.A.
P.O. Box 130961
Houston, Texas 77219-0961
713-956-2955

11. **LVA-Laredo**
Joyce McAvoy, Coordinator
Alfredo Castillo, President
P.O.Box 2624
Laredo, Texas 78044
512 724-5207

12. **LVA-Mission**
Emma Lopez
801 East 12th Street
Mission, Texas 78572
512 581-2136

13. **LVA-Nacogdoches**
Carol Garrett
3506 Piping Rock
Nacogdoches, Texas 75961
409-569-7540

14. **LVA-North East ISD**
Conie Reamey
2523 Bitter Road
San Antonio, Texas 78217
512-653-5071

15. **LVA-Port Arthur**
Mary Lou Featherston, Chairperson
3601 Cultural Center Drive
Port Arthur, Texas 77642
409-985-8838

16. **LVA-South Milam County**
Anne King, Chairperson
Rockdale I.S.D.
Box 632
Rockdale, Texas 76567
512-446-3403

17. **LVA-Sterling Municipal Library**
Denise Fischer, Coordinator
Mary Elizabeth Wilbanks Ave.
Baytown, Texas 77520
713-427-7331

18. **Travis County Adult Literacy Council**
Margaret Eisenbeck, Coordinator
Palm Square Building #1748
100 N IH 35
Austin, Texas 78767
512-320-5760

Literacy Volunteers of America-Texas
Bill Pounds, Executive Director
Dr. Barbara Alexius, Field Services Coordinator
Laura Davidson, Office Manager
4029 Capital of Texas Highway South, Suite 217
Austin, Texas 78704
(512) 440-7121

FUNDING RESOURCES

1. The Texas Regional Library Systems have funds to support local library literacy programs.

2. The Job Training Partnership Act has funds to support literacy programs which contribute to individuals improving their job related skills. A list of the local outlets for JTPA monies is attached.

3. The Texas Education Agency supports literacy programs through its local adult education cooperatives. A list is attached.

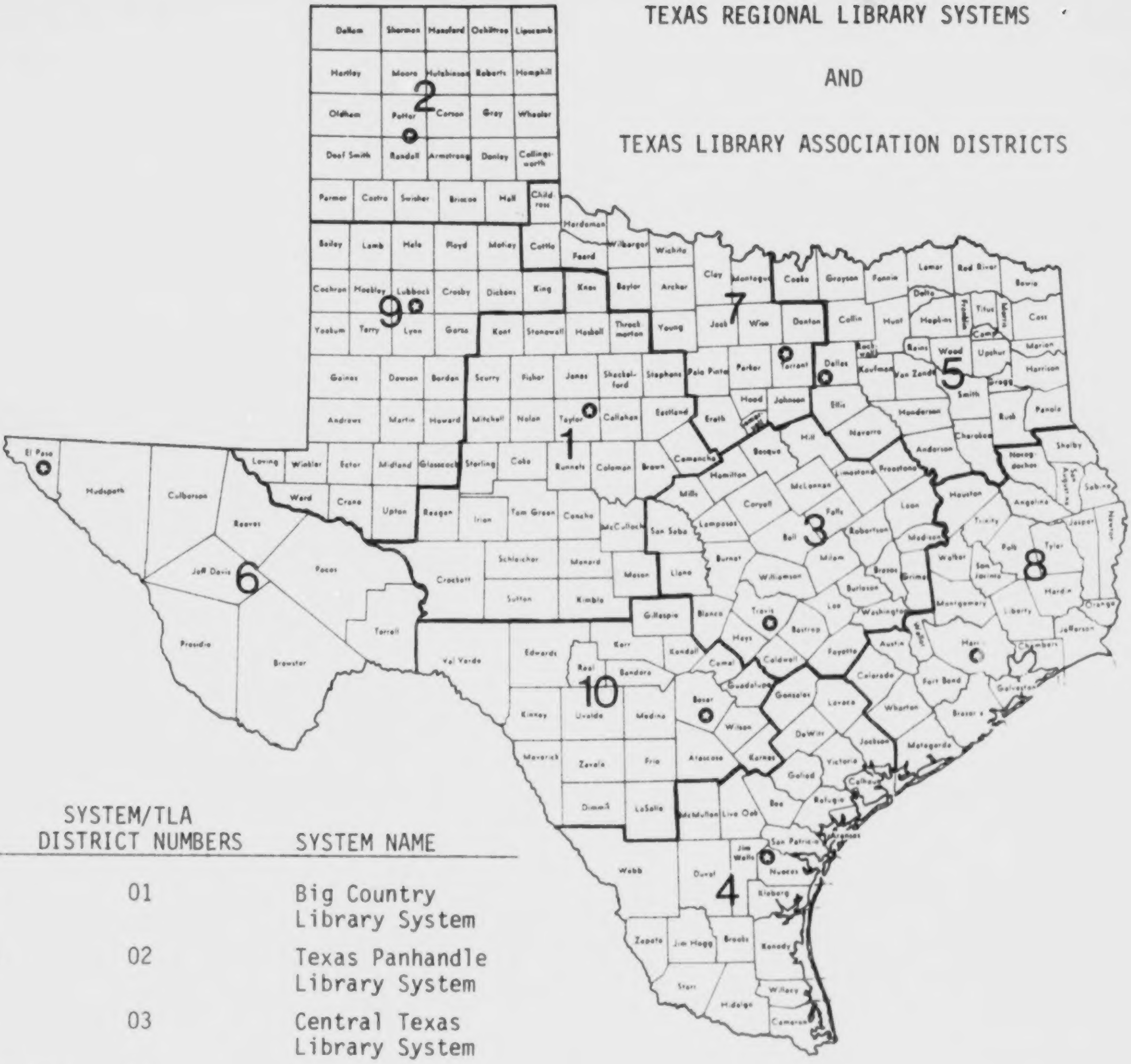
4. The U.S. Department of Education has money for direct grants to libraries for literacy programs. For further information:

Library Development Staff
Library Programs
U.S. Department of Education
Washington, DC 20202-1730
(202) 254-5090 or 254-5890

TEXAS REGIONAL LIBRARY SYSTEMS

AND

TEXAS LIBRARY ASSOCIATION DISTRICTS



CITY	SYSTEM/TLA DISTRICT NUMBERS	SYSTEM NAME
Abilene	01	Big Country Library System
Amarillo	02	Texas Panhandle Library System
Austin	03	Central Texas Library System
Corpus Christi	04	South Texas Library System
Dallas	05	Northeast Texas Library System
El Paso	06	Texas Trans Pecos Library System
Fort Worth	07	North Texas Library System
Houston	08	Houston Area Library System
Lubbock	09	West Texas Library System
San Antonio	10	San Antonio Major Resource Center

For information on libraries in your area, call the system office.

REGIONAL SYSTEM COORDINATORS

Big Country Library System
Beatrice Takacs, Coordinator
202 Cedar Street
Abilene, Texas 79601
915/673-2311

Central Texas Library System
Pat Tuohy, Coordinator
P.O. Box 2287
Austin, Texas 78768-2287
512/473-4285

Texas Trans-Pecos Library System
Joyce Davis, Coordinator
501 North Oregon
El Paso, Texas 79901
915/544-6772

Northeast Texas Library System
Elizabeth Crabb, Coordinator
625 Austin Street
Garland, Texas 75040
214/205-2566

West Texas Library System
Nancy Hill, Coordinator
1306 Ninth St.
Lubbock, Texas 79401
806/762-5442

Texas Panhandle Library System
Mary Kay Wells, Coordinator
P.O. Box 2171
Amarillo, Texas 79189-2171
806/378-3043

South Texas Library System
Mary Thames Bundy, Coordinator
805 Comanche
Corpus Christi, Texas 78401
512/880-8915

North Texas Library System
Katherine Brown, Coordinator
100 N. University, Suite 241
Fort Worth, Texas 76107
817/335-6076

Houston Area Library System
Jerilynn Williams, Coordinator
500 McKinney
Houston, Texas 77002
713/247-1925

San Antonio Area Library System
Lee LaCaff, Coordinator
203 South St. Mary's Street
San Antonio, TX 78205
512/225-5322

Revised 10/19/89

10/05/89

STATE OF TEXAS SERVICE DELIVERY AREAS (SDA) ADMINISTRATIVE OFFICIALS

ALAMO - SDA 1

Grant Recipient:
Mr. Louis J. Fox, City Manager
City of San Antonio
ATTN: Stuart D. Summers, Director, DEED
115 Plaza de Armas (P.O. Box 839966)
San Antonio, Texas 78283-3966
(512) 299-7080

Administrative Entity:
Mr. Stuart D. Summers, Dir & JTPA Prgm Dir
City of San Antonio, DEED
115 Plaza de Armas, Ste 20 (P.O. Box 839966)
San Antonio, Texas 78283-3966
(512) 299-8093

PIC Chairperson:********
Mr. Philip Parker, PIC Chairperson
Alamo Private Industry Council
301 South Frio, Suite 380
San Antonio, Texas 78207-4414
(512) 220-1200

Chief Elected Official:
Honorable Lila Cockrell
Mayor, City of San Antonio
Military Plaza (P.O. Box 839966)
San Antonio, Texas 78283-3966
(512) 299-7060

AUSTIN (CITY OF) / TRAVIS COUNTY - SDA 13

Grant Recipient:
Mr. Bill Demestihas, Exe Dir & JTPA Prgm Dir
Austin (City of)/Travis County PIC
4315 Guadalupe Street, Suite 303
Austin, Texas 78751-3644
(512) 458-3313

Administrative Entity:
Same as Grant Recipient

PIC Chairperson:
Mr. Hank Guerrero, PIC Chairperson
H. A. Guerrero Carpet Cleaning
2313 South First Street
Austin, Texas 78704-5147
(512) 442-8437

Chief Elected Official:
Honorable Lee Cooke
Mayor, City of Austin
124 West 8th Street (P.O. Box 1088)
Austin, Texas 78767-8865
(512) 499-2000

BRAZOS VALLEY - SDA 10

Grant Recipient:
Mr. Roy W. Kelly, PIC Chairperson
Brazos Valley Private Industry Council, Inc.
504 East 27th Street
Bryan, Texas 77803-4025
(409) 822-0797

Administrative Entity:
Mr. Dale J. Marsico, Chief Adm & JTPA Prgm Dir
Brazos Valley Private Industry Council, Inc.
504 East 27th Street
Bryan, Texas 77803-4025
(409) 822-0797

PIC Chairperson:
Same as Grant Recipient

Chief Elected Official:
Honorable R. J. Holmgreen
Brazos County Judge
Brazos County Courthouse
300 East 26th Street, Suite 114
Bryan, Texas 77803-5359
(409) 775-7400

CAMERON COUNTY - SDA 11

Grant Recipient:
Mr. Timo Hinojosa, PIC Chairperson
Cameron County Private Industry Council
285 Kings Highway
Brownsville, Texas 78521-4231
(512) 541-5285

PIC Chairperson:
Same as Grant Recipient

Administrative Entity:
Ms. Wanda Garza, Exe Dir & JTPA Prgm Dir
Cameron County Private Industry Council
285 Kings Highway
Brownsville, Texas 78521-4231
(512) 548-6700

Chief Elected Official:
Honorable Tony Garza, Jr.
Cameron County Judge
Cameron County Courthouse
964 East Harrison Street
Brownsville, Texas 78520-7123
(512) 542-1051

CENTRAL TEXAS - SDA 12

Grant Recipient:********
Mr. A. C. Johnson, Executive Director
Central Texas Council of Governments
100 South East Street (P.O. Box 729)
Belton, Texas 76513-0729
(817) 939-1801

PIC Chairperson:
Mr. Cecil Johnson, PIC Chairperson
Harper-Talasek Funeral Home
1705 Prather Drive
Killeen, Texas 76541-8022
(817) 634-5800

Administrative Entity:
Ms. Susan Kamas, JTPA Program Dir, Emply/Trng
Central Texas Council of Governments
200 North Main Street (P.O. Box 729)
Belton, Texas 76513-0729
(817) 939-3771

Chief Elected Official:
Honorable John Garth
Bell County Judge
Bell County Courthouse (P.O. Box 768)
Belton, Texas 76513-0768
(817) 939-3521

CONCHO VALLEY - SDA 18

Grant Recipient:
Mr. Robert Weaver, Executive Director
Concho Valley Council of Governments
5002 Knickerbocker Road (P.O. Box 60050)
San Angelo, Texas 76906-0050
(915) 944-9666

PIC Chairperson:
Mr. Billy Willig, PIC Chairperson
Western Iron Works
21 East Sixth Street
San Angelo, Texas 76903-5493
(915) 655-4372

Administrative Entity:
Mr. James Ledbetter, JTPA Program Dir, Emply/Trng
Concho Valley Council of Governments
5002 Knickerbocker Road (P.O. Box 60050)
San Angelo, Texas 76906-0050
(915) 944-9666

Chief Elected Official:
Honorable H. F. Ritchie
Mayor, City of Big Lake
P. O. Box 300
Big Lake, Texas 76932-0300
(915) 884-2541

CORPUS CHRISTI (CITY OF) / NUECES COUNTY - SDA 14

Grant Recipient:
Ms. Irma Caballero, Exe Dir & JTPA Program Dir
Corpus Christi/Nueces County SDA
Private Industry Council
5110 Wilkinson Drive
Corpus Christi, Texas 78415-3004
(512) 855-7640

Administrative Entity:
Same as Grant Recipient

PIC Chairperson:
Mr. Robert Trask, PIC President
Corpus Christi/Nueces County SDA
5110 Wilkinson Drive
Corpus Christi, Texas 78415-3004
(512) 883-1600

Chief Elected Official:
Honorable Betty Turner
Mayor, City of Corpus Christi
1201 Leopard (P.O. Box 9277)
Corpus Christi, Texas 78469-9277
(512) 880-3100

DALLAS (CITY OF) - SDA 15

Grant Recipient:
Mr. Claude A. Watson, Exe Dir & JTPA Program Dir
Private Industry Council of Dallas
3625 North Hall, Suite 900
Dallas, Texas 75219
(214) 522-7191

Administrative Entity:
Same as Grant Recipient

PIC Chairperson:
Mr. Jack Miller, PIC Chairperson
Private Industry Council of Dallas
12007 Excelsior Way
Dallas, Texas 75230
(214) 871-7055

Chief Elected Official:
Honorable Annette Strauss
Mayor, City of Dallas
1500 Marilla Street, Room 5E-N
Dallas, Texas 75201-6390
(214) 670-4054

DALLAS COUNTY (BALANCE OF) - SDA 4

Grant Recipient:
Honorable Lee F. Jackson, Dallas County Judge
Dallas County (Balance of) SDA
ATTN: Marta Milian, Dept. of Human Services
4917 Harry Hines Boulevard, East Building
Dallas, Texas 75235-7718
Jackson (214) 653-7555

Administrative Entity:
Ms. Marta Milian, JTPA Program Dir, Emply/Trng
Dallas County (Balance of) SDA
Dallas County Department of Human Services
4917 Harry Hines Boulevard, East Building
Dallas, Texas 75235-7718
(214) 920-7843

PIC Chairperson:
Mr. Rodney Walter, PIC Chairperson
Director, Rockwell International
P.O. Box 568842
Dallas, Texas 75356
(214) 996-5121

Chief Elected Official:
Same as Grant Recipient

DEEP EAST TEXAS - SDA 19

Grant Recipient:
Mr. Lewis J. Johnson, Jr., Executive Director
Deep East Texas Council of Governments
274 East Lamar Street
Jasper, Texas 75951
(409) 384-5704

PIC Chairperson
Mr. John Lyle, PIC Chairperson
President, San Jacinto County Bank
P. O. Box 100
Coldspring, Texas 77331
(409) 653-4395

Administrative Entity:
Ms. Betty Brown, JTPA Program Director
Deep East Texas Council of Governments
118 South First Street (P.O. Box 1423)
Lufkin, Texas 75901-3070
(409) 634-2247

Chief Elected Official
Honorable Joe McMurrey
San Jacinto County Judge
P. O. Box 944
Coldspring, Texas 77331
(409) 653-2324

EAST TEXAS - SDA 20

Grant Recipient:
Mr. Glynn J. Knight, Executive Director
East Texas Council of Governments
3800 Stone Road
Kilgore, Texas 75662-9604
(214) 984-8641

PIC Chairperson:
Mr. Roy Roundtree, PIC Chairperson
109 Forest Hills Drive
Pittsburg, Texas 75686-9782
(214) 856-3171

Administrative Entity:
Mr. Wendell Holcombe, Director & JTPA Prgm Dir
Occupational Training/Economic Development
East Texas Council of Governments
3800 Stone Road
Kilgore, Texas 75662-9604
(214) 984-8641

Chief Elected Official:
Honorable Lee E. Williams
Wood County Judge
Wood County Courthouse (P.O. Box 938)
Quitman, Texas 75783-0938
(214) 763-2716

FORT WORTH CONSORTIUM - SDA 21

Grant Recipient:
Honorable Bob Bolen
Mayor, City of Fort Worth
1000 Throckmorton Street
Fort Worth, Texas 76102-6311
(817) 870-6117

PIC Chairperson:
Mr. David Newell, PIC Chairperson
Newell and Newell
2501 Gravel Drive
Fort Worth, Texas 76118-6999
(817) 284-5555

Administrative Entity:
Mr. Richard L. Sapp, JTPA Program Dir, Emply/Trng
The Working Connection
440 South Main Street
Fort Worth, Texas 76104-2406
(817) 870-7555

Chief Elected Official:
Same as Grant Recipient

GOLDEN CRESCENT - SDA 22

Grant Recipient: (Title IIB)
Ms. Jane Abell, Office Manager
Golden Crescent SDA
1301 East Rio Grande (P.O. Box 2149)
Victoria, Texas 77902-2149
(512) 578-0341

PIC Chairperson:
Mr. Ralph Mason, PIC Chairperson
Southern Clay Products, Inc.
P. O. Box 44
Gonzales, Texas 78629
(512) 672-2891

Grant Recipient: (Title IIA)
Mr. Charles Steele, Executive Director
Golden Crescent Private Industry Council
105 N. Glass (P. O. Box 164)
Victoria, Texas 77902-0164
(512) 576-5872

Administrative Entity:
Same as Grant Recipient (Title IIA)

Chief Elected Official:
Honorable Norman D. Jones
Victoria County Judge
Victoria County Courthouse, Room 127
Victoria, Texas 77901
(512) 575-4558

GULF COAST - SDA 5

Grant Recipient:
Mr. Jack Steele, Executive Director
Houston-Galveston Area Council of Governments
3555 Timmons, No. 500 (P.O. Box 22777)
Houston, Texas 77227-2777
(713) 627-3200

PIC Chairperson:
Mr. Allan Moody, PIC Chairperson
Quanex, Gulf States Tube Division
Scott Road & Spur 529 (P.O. Box 952)
Rosenburg, Texas 77471-0952
(713) 342-5401

Administrative Entity:
Mr. Rodney Bradshaw, Manager & JTPA Prgm Dir
Aging/Employment/Training
Houston-Galveston Area Council of Governments
3555 Timmons, No. 500 (P.O. Box 22777)
Houston, Texas 77227-2777
(713) 627-3200

Chief Elected Official:
Honorable Jan Coggeshall
Mayor, City of Galveston
P.O. Box 779
Galveston, Texas 77551
(409) 766-2104

HARRIS COUNTY (BALANCE OF) - SDA 6

Grant Recipient:
Honorable Jon Lindsay, Harris County Judge
Harris County Private Industry Council
ATTN: Deanie M. Diamond, Director
12605 East Freeway, Suite 620 (P.O. Box 96100)
Houston, Texas 77213-6100
(713) 221-6666

PIC Chairperson:
Mr. Peter Lawless, PIC Chairperson
Petlaw Chemical Industry, Inc.
1304 Washington
South Houston, Texas 77587
(713) 941-8387

Administrative Entity:
Ms. Deanie M. Diamond, Exe Dir & JTPA Prgm Dir
Harris County Private Industry Council
12605 East Freeway, Suite 620
P.O. Box 96100
Houston, Texas 77213-6100
(713) 451-4257

Chief Elected Official:
Honorable Jon Lindsay
Harris County Judge
1001 Preston Street, Suite 911
Houston, Texas 77002-1896
(713) 221-6666

HEART OF TEXAS - SDA 23

Grant Recipient:*********
Mr. Hugh Davis, Executive Director
Heart of Texas Council of Governments
310 Franklin Avenue
Waco, Texas 76701-2297
(817) 756-7822

Administrative Entity:*********
Mr. Robert Martin, Program Director
Heart of Texas Council of Governments
310 Franklin Avenue
Waco, Texas 76701-2297
(817) 756-7822

PIC Chairperson:
Mr. Peter Kultgen, PIC Chairperson
Bird-Kultgen, Inc.
1225 Franklin Avenue
Waco, Texas 76701-1834
(817) 752-0331

Chief Elected Official:
Honorable Ruben Santos, President
Heart of Texas Council of Governments
P. O. Box 6165
Waco, Texas 76705
(817) 755-3211

HIDALGO / WILLACY COUNTIES - SDA 24

Grant Recipient:
Honorable J. Edgar Ruiz
Hidalgo County Judge
Hidalgo County Courthouse (P.O. Box 1356)
Edinburg, Texas 78539-1356
(512) 383-2751, ext 600

Administrative Entity:*********
Mr. Francisco Castellanos, Exe Dir & JTPA Program Di
Hidalgo County Department of Community Affairs
1212 South 25th (P.O. Box 1166)
Edinburg, Texas 78540-1166
(512) 383-0181

PIC Chairperson:
Mr. Alonzo Cantu, PIC Chairperson
Cantu Construction, Inc.
3331 North McColl Road
McAllen, Texas 78501
(512) 686-8128

Chief Elected Official:
Same as Grant Recipient

HOUSTON (CITY OF) - SDA 16

Grant Recipient:
Mr. Terry Hudson, Exe Dir & JTPA Program Dir
Houston (City of) SDA
Houston Job Training Partnership Council
1919 Smith Street, Suite 500
Houston, Texas 77002-8050
(713) 654-1919

Administrative Entity:
Same as Grant Recipient

PIC Chairperson:
Mr. Gordon B. Bonfield, PIC Chairperson
Tenneco, Inc.
1010 Milam Street (P.O. Box 2511)
Houston, Texas 77001-2511
(713) 757-7676

Chief Elected Official:
Honorable Kathryn J. Whitmire
Mayor, City of Houston
901 Bagby (P.O. Box 1562)
Houston, Texas 77251-1562
(713) 247-1888

LUBBOCK / GARZA COUNTIES - SDA 17

Grant Recipient:
Mr. Donald J. McCullough, Exe Dir & JTPA Prgm Dir
Lubbock/Garza Counties Private Industry Council
1220 Broadway Street, Suite 805
Lubbock, Texas 79401-3201
(806) 765-5038

PIC Chairperson:
Mr. Michael Martinez, PIC Chairperson
Medical Arts Clinic, Personnel Director
1318 Broadway
Lubbock, Texas 79401
(806) 763-2161

Administrative Entity:
Same as Grant Recipient

Chief Elected Official:
Honorable B. C. McMinn
Mayor, City of Lubbock
1625 13th Street (P.O. Box 2000)
Lubbock, Texas 79457-0001
(806) 762-6411

MIDDLE RIO GRANDE - SDA 25

Grant Recipient:
Mr. Michael Patterson, Executive Director
Middle Rio Grande Development Council
403 East Nopal (P.O. Box 1199)
Carrizo Springs, Texas 78834-1199
(512) 876-3533

PIC Chairperson:
Mr. Arcenio Garcia, PIC Chairperson
603 Orosco
Cotulla, Texas 78014
MRG Outreach Office (512) 879-3053

Administrative Entity:
Same as Grant Recipient

Chief Elected Official:
Honorable Rudy Bowles, Board President
MRG Development Council
P. O. Box 955
Eagle Pass, Texas 78853
(512) 773-3824

NORTH CENTRAL TEXAS - SDA 7

Grant Recipient:
Mr. William J. Pitstick, Executive Director
North Central Texas Council of Governments
616 Six Flags Drive (P.O. Drawer COG)
Arlington, Texas 76005-5888
(817) 640-3300

PIC Chairperson:
Mr. Wayne Gent, PIC Chairperson
Attorney at Law
P.O. Box 556
Kaufman, Texas 75142-0556
(214) 932-3956

Administrative Entity:
Mr. Mike Gilmore, Manager & JTPA Prgm Dir
North Central Texas Council of Governments
616 Six Flags Drive (P.O. Drawer COG)
Arlington, Texas 76005-5888
(817) 640-3300

Chief Elected Official:
Honorable Milton Meyer
Hood County Judge
Hood County Courthouse
Granbury, Texas 76048-2449
(817) 573-1353

NORTHEAST TEXAS - SDA 26

Grant Recipient:
Mr. James E. Goerke, Executive Director
Ark-Tex Council of Governments
911 Loop 151, Suite A (P.O. Box 5307)
Texarkana, Texas 75505-5307
(214) 832-8636

Administrative Entity:
Same as Grant Recipient

PIC Chairperson:
Mr. James Smith, PIC Chairperson
Northeast Texas SDA
HWY 259 South (P.O. Box 204)
Lone Star, Texas 75668
(214) 656-6521

Chief Elected Official:
Honorable James M. Carlow
Bowie County Judge
100 North Stateline Avenue
Texarkana, Texas 75501
(214) 793-7696 or 798-3040

NORTH TEXAS - SDA 27

Grant Recipient:
Mr. Dennis Wilde, Executive Director
Nortex Regional Planning Commission
2101 Kemp Boulevard (P.O. Box 5144)
Wichita Falls, Texas 76309-5144
(817) 322-5281

Administrative Entity:
Mr. Fritz Taylor, JTPA Program Dir, Trng/Job Dvlp
Nortex Regional Planning Commission
2101 Kemp Boulevard (P.O. Box 5144)
Wichita Falls, Texas 76309-5144
(817) 322-5281

PIC Chairperson:
Mr. Art Frerich, PIC Chairperson
CertainTeed
4515 Allendale Road
Wichita Falls, Texas 76310-2199
(817) 691-0020

Chief Elected Official:
Honorable Bobbie A. Owen
Jack County Judge
100 Main (P.O. Box 265)
Jacksboro, Texas 76056-0265
(817) 567-2241

PANHANDLE - SDA 28

Grant Recipient:
Mr. Gary Pitner, Executive Director
Panhandle Regional Planning Commission
2736 West 10th (P.O. Box 9257)
Amarillo, Texas 79105-9257
(806) 372-3381

Administrative Entity:
Mr. Tom Dressler, Dir of Empl/Trng
Panhandle Regional Planning Commission
2736 West 10th (P.O. Box 9257)
Amarillo, Texas 79105-9257
(806) 372-3381

PIC Chairperson:
Mr. Steve Hall, PIC Chairperson
City National Bank
724 South Polk
Amarillo, Texas 79101
(806) 374-2450

Chief Elected Official:
Honorable Jay Bob Roselius
Carson County Judge
Carson County Courthouse (P.O. Box 487)
Panhandle, Texas 79068
(806) 537-3622

PERMIAN BASIN - SDA 29

GRANT RECIPIENT:
MR. ERNIE CRAWFORD, EXECUTIVE DIRECTOR
PERMIAN BASIN REGIONAL PLANNING COMMISSION
2514 PLISKA DRIVE (P.O. BOX 60660)
MIDLAND, TEXAS 79711-0660
(915) 563-1061

ADMINISTRATIVE ENTITY:
MR. WILLIE TAYLOR, EMPLOYMENT DIRECTOR
PERMIAN BASIN REGIONAL PLANNING COMMISSION
2514 PLISKA DRIVE (P.O. BOX 60660)
MIDLAND, TEXAS 79711-0660
(915) 563-1061

PIC CHAIRPERSON:
MR. DAVE COX, PIC CHAIRPERSON
NATIONAL FURNITURE EXCHANGE
301 NORTH GRANT AVENUE
ODESSA, TEXAS 79761-5117
(915) 333-2856

CHIEF ELECTED OFFICIAL:
HONORABLE VAN L. YORK
BORDEN COUNTY JUDGE
BORDEN COUNTY COURTHOUSE (P.O. BOX 156)
GAIL, TEXAS 79738
(915) 856-4391

RURAL CAPITAL AREA - SDA 2

GRANT RECIPIENT:
MS. KATHY BARRETT, EXECUTIVE DIRECTOR
RURAL CAPITAL AREA PRIVATE INDUSTRY COUNCIL
1106 SOUTH MAYS STREET, SUITE 220 (P.O. BOX 1565)
ROUND ROCK, TEXAS 78680-1565
(512) 244-7966

ADMINISTRATIVE ENTITY:
SAME AS GRANT RECIPIENT

PIC CHAIRPERSON:
MS. CAROL TORIAN, PIC CHAIRPERSON
BENTON & COMPANY
212 EAST JACKSON
BURNET, TEXAS 78611
(512) 756-4904

CHIEF ELECTED OFFICIAL:
HONORABLE W. J. "BILL" ELLISON
CALDWELL COUNTY JUDGE
CALDWELL COUNTY COURTHOUSE, ROOM 307
LOCKHART, TEXAS 78644
(512) 398-2213

RURAL COASTAL BEND - SDA 3

GRANT RECIPIENT:********
MR. CARLOS HERRERA, EXE DIR & JTPA PROGRAM DIR
RURAL COASTAL BEND PRIVATE INDUSTRY COUNCIL
307 NORTH ST. MARYS (P.O. BOX 1780)
BEEVILLE, TEXAS 78104-1780
(512) 358-8941

ADMINISTRATIVE ENTITY:********
SAME AS GRANT RECIPIENT

PIC CHAIRPERSON:********
MR. EMILIO GARZA, PIC CHAIRPERSON
RURAL COASTAL BEND PRIVATE INDUSTRY COUNCIL
P. O. BOX 1780
BEEVILLE, TEXAS 78104-1780
(512) 449-9992

CHIEF ELECTED OFFICIAL:
HONORABLE J. M. EDMONDSON, JR.
SAN PATRICIO COUNTY JUDGE
400 WEST SINTON, ROOM 105
P. O. BOX 578
SINTON, TEXAS 78387-0578
(512) 364-1120

SOUTH EAST TEXAS - SDA 30

Grant Recipient:
Mr. Don Kelly, Executive Director
Southeast Texas Regional Planning Commission
3501 Turtle Creek Drive (P.O. Drawer 1387)
Nederland, Texas 77640-1387
(409) 727-2384

Administrative Entity:
Ms. Linda Brown-Turk, JTPA Program Dir, Emply/Trn
Southeast Texas Regional Planning Commission
P. O. Drawer 1387
Nederland, Texas 77627-1387
(409) 727-2384

PIC Chairperson:
Mr. Ralph Night, PIC Chairperson
Night's Uniform
479 Crockett Street
Beaumont, Texas 77701-3091
(409) 833-4252

Chief Elected Official:
Honorable Richard P. LeBlanc, Jr.
Jefferson County Judge
Jefferson County Courthouse (P.O. Box 4025)
Beaumont, Texas 77704-4025
(409) 835-8466

SOUTH PLAINS - SDA 8

Grant Recipient:
Mr. Howard Maddera, Executive Director
South Plains Community Action Association
411 Austin (P.O. Box 610)
Levelland, Texas 79336-0610
(806) 894-6104

Administrative Entity:
Mr. W. D. Powell, Jr., JTPA Program Director
South Plains Community Action Association
411 Austin (P.O. Box 610)
Levelland, Texas 79336-0610
(806) 894-6104

PIC Chairperson:
Mr. T. J. Taylor, PIC Chairperson
Associated Cotton Growers Gin
HWY 651 North of Crosbyton (P.O. Box 499)
Crosbyton, Texas 79322-0499
(806) 675-2373

Chief Elected Official:
Honorable Wayne Whiteaker
Lamb County Judge
Lamb County Courthouse (P.O. Box 706)
Littlefield, Texas 79339-0706
(806) 385-4222

SOUTH TEXAS - SDA 31

Grant Recipient:
Ruben M. Garcia, PIC Chairperson
South Texas Private Industry Council
4217 North Bartlett (P.O. Box 1757)
Laredo, Texas 78044-1757
(512) 722-3973

Administrative Entity:
Horacio Acevedo, Exe Dir & JTPA Program Dir
South Texas Private Industry Council
4217 North Bartlett (P.O. Box 1757)
Laredo, Texas 78044-1757
(512) 722-3973

PIC Chairperson:
Ruben M. Garcia, PIC Chairperson
Modern Machine Shop
Zapata HWY & Loop 20 (P.O. Box 1757)
Laredo, Texas 78044-1757
(512) 722-4656

Chief Elected Official:
Honorable Andres Ramos, Jr.
Webb County Judge
Webb County Courthouse (P.O. Drawer 29)
Laredo, Texas 78042-0029
(512) 727-7272, ext. 505

TARRANT COUNTY (BALANCE OF) - SDA 9

Grant Recipient:
Honorable Roy English
Tarrant County Judge
Tarrant County Employment and Training
100 East Weatherford Street
Fort Worth, Texas 76196-0001
(817) 334-1188

PIC Chairperson:
Mr. Roger Williams, PIC Chairperson
Bell Helicopter-Textron
P.O. Box 482
Fort Worth, Texas 76101-8020
(817) 280-2486

Administrative Entity:
Ms. Judy McDonald, JTPA Program Manager
Tarrant County Employment and Training
100 East Weatherford Street, Room 302
Fort Worth, Texas 76196-0001
(817) 334-1464

Chief Elected Official:
Same as Grant Recipient

TEXOMA - SDA 32

Grant Recipient:
Ms. Frances Pelley, Executive Director
Texoma Council of Governments
10000 Grayson Drive
Denison, Texas 75020-8399
(214) 786-2955

PIC Chairperson:
Mr. Jim Crittenden, PIC Chairperson
Crittenden Propane Company
East Sam Rayburn Drive
Bonham, Texas 75418
(214) 583-4212

Administrative Entity:
Mr. Siras Browning, JTPA Program Director
Texoma Council of Governments
10000 Grayson Drive
Denison, Texas 75020-8399
(214) 786-2955

Chief Elected Official:
Honorable Jimmy L. Doyle
County Judge
Fannin County Courthouse
Bonham, Texas 75418
(214) 583-7455

UPPER RIO GRANDE - SDA 33

Grant Recipient:
Mr. John Fuller, President & JTPA Program Director
Upper Rio Grande Private Industry Council
1155 Westmoreland Drive, Suite 130
El Paso, Texas 79925-5649
(915) 772-5627

PIC Chairperson:
Mr. Moises Beltran, Sr., PIC Chairperson
El Paso Key City
719 Myrtle Avenue
El Paso, Texas 79901
(915) 544-4433

Administrative Entity:
Same as Grant Recipient

Chief Elected Official:
Honorable Suzanne S. Azar
Mayor, City of El Paso
No. 2 Civic Center Plaza
El Paso, Texas 79901-1196
(915) 541-4000

WEST CENTRAL TEXAS - SDA 34

Grant Recipient:
Mr. Brad Helbert, Executive Director
West Central Texas Council of Governments
1025 East North 10th (P.O. Box 3195)
Abilene, Texas 79604-3195
(915) 672-8544

PIC Chairperson:
Mr. Rod Waller, PIC Chairperson
Crown Industrial Coating
P. O. Box 1378
Snyder, Texas 79549
(915) 573-9467

Administrative Entity:
Mr. Tom Smith, JTPA Program Dir, Occup Training
West Central Texas Council of Governments
1025 East North 10th (P.O. Box 3195)
Abilene, Texas 79604-3195
(915) 672-8544

Chief Elected Official:
Honorable J. Hugh Stempel
Mayor, City of Coleman
119 North Concho (P.O. Box 592)
Coleman, Texas 76834-0592
(915) 625-5114

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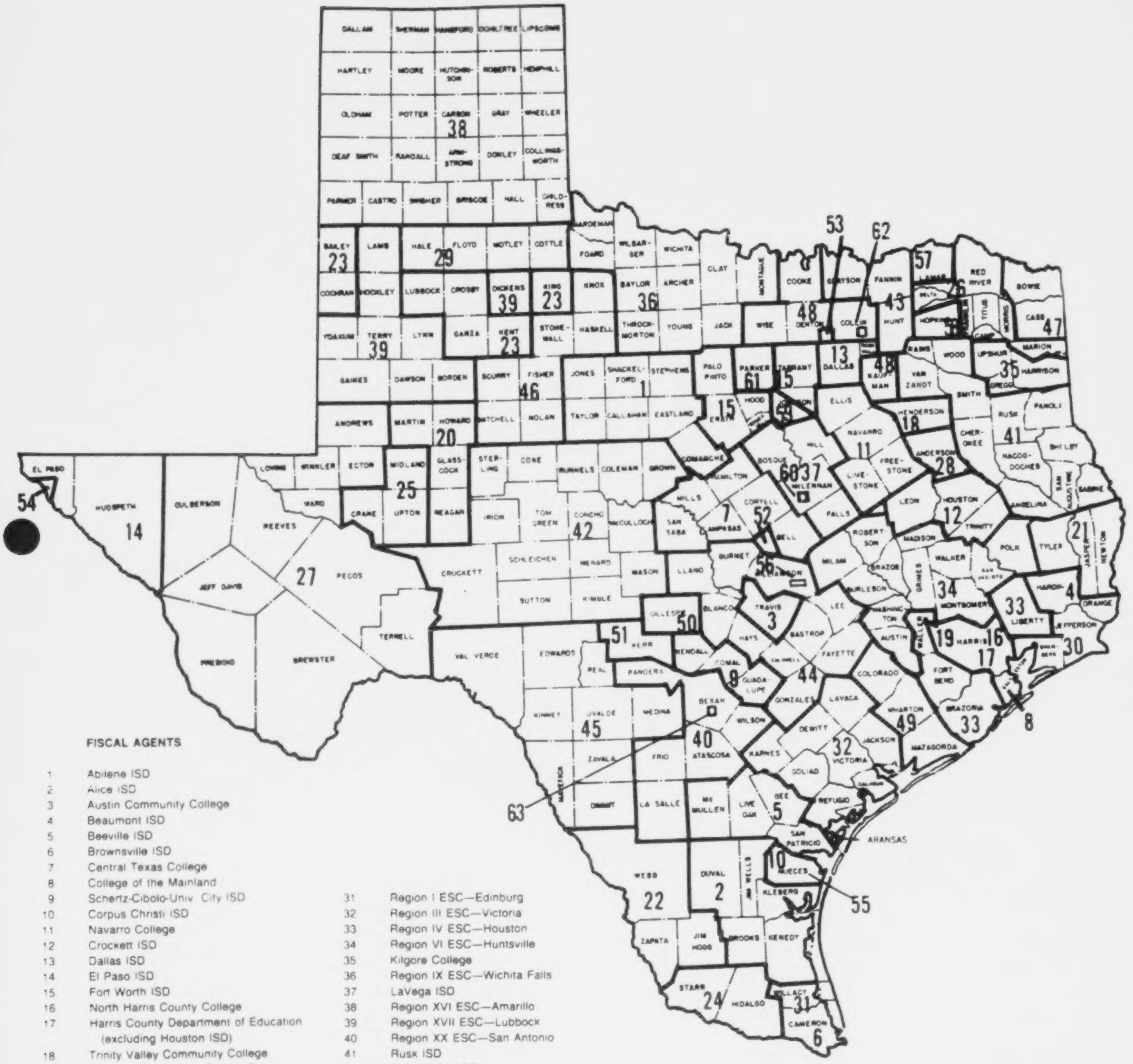
ADULT EDUCATION COOPERATIVES IN TEXAS
NOVEMBER 1987


DALLAM
SHERMAN
HANSFORD
OCHILTREE
LIPSCOMB
HARTLEY
MOORE
HUTCHINSON
ROBERTS
HEMPHILL
OLDHAM
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DEAF SMITH
RANDALL
ARMSTRONG
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JEFF DAVIS
CROCKETT
SCHLEICHER
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JACKSON
MATAGORDA
GOLIAD
CALHOUN
MAVERICK
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LA SALLE
McMULLEN
LIVE OAK
BEE
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REFUGIO
SAN PATRICIO
ARANSAS
WEBB
22
DUVAL
2
JIM WELLS
10
NUECES
55
KLEBERG
ZAPATA
JIM HOGG
BROOKS
KENEDY
STARR
24
HIDALGO
WILLACY
31
CAMERON
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FISCAL AGENTS

1 Abilene ISD
2 Alice ISD
3 Austin Community College
4 Beaumont ISD
5 Beeville ISD
6 Brownsville ISD
7 Central Texas College
8 College of the Mainland
9 Schertz-Cibolo-Univ. City ISD
10 Corpus Christi ISD
11 Navarro College
12 Crockett ISD
13 Dallas ISD
14 El Paso ISD
15 Fort Worth ISD
16 North Harris County College
17 Harris County Department of Education (excluding Houston ISD)
18 Trinity Valley Community College
19 Houston Community College System (only Houston ISD)
20 Howard College at Big Spring
21 Region V ESC-Beaumont
22 Laredo Junior College
23 Lubbock ISD
24 McAllen ISD
25 Midland College
26 Northeast Texas Community College
27 Odessa College
28 Palestine ISD
29 Plainview ISD
30 Port Arthur ISD
31 Region I ESC—Edinburg
32 Region III ESC—Victoria
33 Region IV ESC—Houston
34 Region VI ESC—Huntsville
35 Kilgore College
36 Region IX ESC—Wichita Falls
37 LaVega ISD
38 Region XVI ESC—Amarillo
39 Region XVII ESC—Lubbock
40 Region XX ESC—San Antonio
41 Rusk ISD
42 San Angelo ISD
43 Sherman ISD
44 Georgetown ISD
45 Southwest Texas Junior College
46 Sweetwater ISD
47 Texarkana ISD
48 Valley View ISD
49 Wharton County Junior College
50 Fredericksburg ISD
51 Kerrville ISD
52 Killeen ISD (only)
53 Lewisville ISD (only)
54 Ysleta ISD (only)
55 Tuloso-Midway ISD
56 Leander ISD (only)
57 Paris Jr. College
58 Sulphur Springs ISD
59 Cleburne ISD
60 Waco ISD (only)
61 Weatherford ISD
62 Allen ISD (only)
63 North East ISD (only)

CONTACT PERSONS FOR ADULT EDUCATION PROGRAMS

Updated August 19, 1989

School or College District	Chief Administrative Officer
ABILENE INDEPENDENT SCHOOL DISTRICT 221-901 (Taylor County) Ms. Marilyn Flournoy, Director Adult Education Abilene Independent School District P. O. Box 981 Abilene, TX 79604 (915) 673-6585	Mr. Charles Hundley, Superintendent Abilene Independent School District P. O. Box 981 Abilene, TX 79604 (915) 677-1444
ALICE INDEPENDENT SCHOOL DISTRICT 125-901 (Jim Wells County) Mr. David Smithwick, Coordinator Adult Education Alice Independent School District 1801 East Main Street Alice, TX 78332 (512) 664-0981, Ext. 225	Mr. Henry D. Herrera, Superintendent Alice Independent School District 1801 East Main Street Alice, TX 78332 (512) 664-0981
ALLEN INDEPENDENT SCHOOL DISTRICT 043-901 (Collins County) Mr. Bob Outman, Director Adult and Community Education Allen Independent School District P. O. Box 13 Allen, TX 75002 (214) 727-0502	Dr. Gene Davenport, Superintendent Allen Independent School District P. O. Box 13 Allen, TX 75002 (214) 727-5705
AUSTIN COMMUNITY COLLEGE 227-502 (Travis County) Ms. Billie N. Chambers, Director Adult Education Austin Community College P. O. Box 140526 Austin, TX 78714 (512) 483-7532	Dr. Dan Angel, President Austin Community College P. O. Box 140526 Austin, TX 78714 (512) 483-7612
BEAUMONT INDEPENDENT SCHOOL DISTRICT 123-910 (Jefferson County) Mr. Joe Bryant, Director Adult Education Beaumont Independent School District 350 East Woodrow Beaumont, TX 77705 (409) 832-8713	Dr. O. C. "Mike" Taylor, Superintendent Beaumont Independent School District 3395 Harrison Beaumont, TX 77706 (409) 838-5261
BEEVILLE INDEPENDENT SCHOOL DISTRICT 013-901 (Bee County) Mr. Paul Charlton, Director Adult Education Beeville Independent School District 301 S. Quinn Street Beeville, TX 78102 (512) 358-5101	Mr. Larry Moehnke, Superintendent Beeville Independent School District 2400 North St. Mary's Street Beeville, TX 78102 (512) 358-7111

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
031-901 (Cameron County)
Mr. Arturo McDonald
Assistant Superintendent
Brownsville Independent School District
1625 Price Road
Brownsville, TX 78520
(512) 546-2433

Dr. Jack Ammons, Superintendent
Brownsville Independent School District
1102 East Madison
Brownsville, TX 78520
(512) 546-3101

CENTRAL TEXAS COLLEGE
014-502 (Bell County)
Ms. Doretha King, Director
Adult Education
Central Texas College
U.S. Highway 190 West
Killeen, TX 76542
(817) 526-7161 (512) 476-1730 (Austin Dir. Line)
1-800-792-3348

Dr. Phillip R. Swartz, President
American Education Complex
U.S. Highway 190 West
Killeen, TX 76542
(512) 476-1730 (Austin Direct Line)

Mr. Jim M. Yeonopolus
Dean of Continuing Education
(512) 476-1730

CLEBURNE INDEPENDENT SCHOOL DISTRICT
126-903 (Johnson County)
Mrs. Karon Lowe, Director
Adult Education
Cleburne Independent School District
103 S. Walnut Street
Cleburne, TX 76031
(817) 645-4373

Mr. Kermit Heimann, Superintendent
Cleburne Independent School District
103 S. Walnut Street
Cleburne, TX 76031
(817) 645-4374

COLLEGE OF THE MAINLAND
084-503 (Galveston County)
Ms. Nancy Smith, Director
Adult Education
College of the Mainland
8001 Palmer Highway
Texas City, TX 77591
(409) 938-1211, Ext. 293

Dr. Larry Stanley, President
College of the Mainland
8001 Palmer Highway
Texas City, TX 77591
(409) 938-1211

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
178-904 (Nueces County)
Mr. Humberto J. Tijerina, Coordinator
Adult Education
Corpus Christi Independent School District
Adult Learning Center
3902 Morgan
Corpus Christi, TX 78405
(512) 888-8285

Dr. Charles W. Benson, Superintendent
Corpus Christi Independent School District
P. O. Box 110
Corpus Christi, TX 78403
(512) 888-7911

DALLAS INDEPENDENT SCHOOL DISTRICT
057-905 (Dallas County)
Mr. Nat Williams, Director
Adult Education
Dallas Independent School District
5000 Oakland Avenue
Dallas, TX 75215
(214) 565-6640

Dr. Marvin Edwards, Superintendent
Dallas Independent School District
3700 Ross Avenue
Dallas, TX 75204
(214) 824-1620

EL PASO INDEPENDENT SCHOOL DISTRICT
071-902 (El Paso County)
Mr. Don Vickers, Coordinator
Adult Education
El Paso Independent School District
1216 Olive - San Jacinto ALC
El Paso, TX 79901
(915) 533-9072

Dr. Ronald K. McLeod, Superintendent
El Paso Independent School District
P. O. Box 20100
El Paso, TX 79998
(915) 779-3781

FORT WORTH INDEPENDENT SCHOOL DISTRICT
220-905 (Tarrant County)
Mr. Jesse C. Cummings, Director
Adult Education
Fort Worth Independent School District
705 South Henderson
Fort Worth, TX 76104
(817) 332-7544

Ms. Nancy Wilson Webb
Supervisor and Co-op Director, Adult Education
(817) 332-7544

Dr. Don R. Roberts, Superintendent
Fort Worth Independent School District
3210 West Lancaster
Fort Worth, TX 76107
(817) 336-8311

FREDERICKSBURG INDEPENDENT SCHOOL DISTRICT
086-901 (Gillespie County)
Ms. Sue Ford, Director
Community/Adult Education
Fredericksburg Independent School District
202 West Travis
Fredericksburg, TX 78624
(512) 997-7182

Dr. John Walch, Superintendent
Fredericksburg Independent School District
202 West Travis
Fredericksburg, TX 78624
(512) 997-9551

GEORGETOWN INDEPENDENT SCHOOL DISTRICT
246-904 (Williamson County)
Mr. Jack Gunlock, Director
Adult Education
Georgetown Independent School District
603 Lakeway Drive
Georgetown, TX 78626
(512) 863-7191

Mr. Jim Gunn, Superintendent
Georgetown Independent School District
603 Lakeway Drive
Georgetown, TX 78628
(512) 863-6595
Austin Line: 255-2855

HARRIS COUNTY DEPARTMENT OF EDUCATION
101-000 (Harris County)
Ms. Bette L. Griffin, Director
Adult and Continuing Education
Harris County Department of Education
6515 Irvington Boulevard
Houston, TX 77022
(713) 692-6216

Mr. Warren Haley, Supervisor

Mr. George M. Crowson, Superintendent
Harris County Department of Education
6515 Irvington Boulevard
Houston, TX 77022
(713) 692-6216

HOUSTON COMMUNITY COLLEGE
101-506 (Harris County)
Dr. Monroe C. Neff, Dean
Adult and Continuing Education
Houston Community College System
1401 Alabama
Houston, TX 77004
(713) 630-7277

Mr. J. B. Whiteley, President
Houston Community College System
P. O. Box 7849
Houston, TX 77270-7849
(713) 869-5021

Mr. Vicente Mier, Chair, Adult Education
(713) 630-7295

HOWARD COLLEGE
114-501 (Howard County)
Mr. Tommy Toon, Director
Adult Education
Howard College at Big Spring
1001 Birdwell Lane
Big Spring, TX 79720
(915) 267-6311

Dr. Bob Riley, President
Howard College at Big Spring
1001 Birdwell Lane
Big Spring, TX 79720
(915) 267-6311

KERRVILLE INDEPENDENT SCHOOL DISTRICT
133-903 (Kerr County)
Ms. Theresa Ross, Director
Adult and Community Education
Kerrville Independent School District
1121 Second Street
Kerrville, TX 78028
(512) 257-2218

Dr. Jack E. Cockrill, Superintendent
Kerrville Independent School District
1009 Barnett Street
Kerrville, TX 78028
(512) 257-2201

KILGORE COLLEGE
092-501 (Gregg County)
Mr. Patrick Monaghan, Director
Administrative Services
Adult Education
Kilgore College-Longview Center
300 South High Street
Longview, TX 75601
(214) 753-2642

Dr. Stewart McLaurin, President
Kilgore College
1100 Broadway
Kilgore, TX 75662
(214) 984-8531

KILLEEN INDEPENDENT SCHOOL DISTRICT
014-906 (Bell County)
Mr. Charles E. Schwarz, Director
Adult and Community Education
Killeen Independent School District
College and Avenue D Streets
Killeen, TX 76541
(817) 526-2199

Dr. Charles Patterson, Acting Superintendent
Killeen Independent School District
P. O. Box 967
Killeen, TX 76540-0967
(817) 526-8361

LA VEGA INDEPENDENT SCHOOL DISTRICT
161-906 (McLennan County)
Ms. Martha Sutherland, Director
Adult Education
La Vega Independent School District
P. O. Box 386
Elm Mott, TX 76640
(817) 829-1617

Mr. Jack James, Superintendent
La Vega Independent School District
3100 Bellmead Drive
Waco, TX 76705
(817) 799-4963

LAREDO JUNIOR COLLEGE
240-501 (Webb County)
Mr. Arturo Tijerina, Director
Adult Education
Laredo Junior College
West End Washington Street
Laredo, TX 78040
(512) 722-0521

Dr. Roger Worsley, President
Laredo Junior College
West End Washington Street
Laredo, TX 78040
(512) 722-0472

LEWISVILLE INDEPENDENT SCHOOL DISTRICT
061-902 (Denton County)
Ms. Joyce Pike, Director
Adult and Community Education
Lewisville Independent School District
P. O. Box 217
Lewisville, TX 75067
(214) 539-1551

Dr. Clayton W. Downing, Superintendent
Lewisville Independent School District
P. O. Box 217
Lewisville, TX 75067
(214) 539-1551

LUBBOCK INDEPENDENT SCHOOL DISTRICT
152-901 (Lubbock County)
Ms. Freddye Harrell, Director
Adult and Vocational Education
Lubbock Independent School District
1628 19th Street
Lubbock, TX 79401
(806) 766-1617

Dr. Michael Moses, Superintendent
Lubbock Independent School District
1628 19th Street
Lubbock, TX 79401
(806) 747-2641

MIDLAND COLLEGE
165-501 (Midland County)
Ms. Cynthia Turland, Director
Adult Education
Midland College
3600 North Garfield
Midland, TX 79701
(915) 685-4567

Dr. Jess Parrish, President
Midland College
3600 North Garfield
Midland, TX 79701
(915) 684-7851

NAVARRO COLLEGE
175-501 (Navarro County)
Mr. Ben Aldama, Jr., Director
Adult Education
Navarro College
3200 West Seventh Avenue
Corsicana, TX 75110
(214) 874-6501, Ext. 205

Dr. Gerald R. Burson, President
Navarro College
3200 West Seventh Avenue
Corsicana, TX 75110
(214) 874-6501, Ext. 225

NORTH EAST INDEPENDENT SCHOOL DISTRICT
015-910 (Bexar County)
Ms. Arline Patterson, Director
Adult Education
North East Independent School District
2523 Bitters Road
San Antonio, TX 78217
(512) 653-5071

Dr. Arnold Oates, Jr., Superintendent
North East Independent School District
10333 Broadway
San Antonio, TX 78217
(512) 657-8600

Coni Reamey, Program Coordinator

NORTH HARRIS COUNTY COLLEGE
101-507 (Harris County)

Dr. Susan Orr, Program Coordinator
Continuing Education/Community Services
North Harris County Junior College
2700 W. W. Thorne Drive
Houston, TX 77073
(713) 443-5608

Dr. Joe A. Airola, President
North Harris County College
2700 W. W. Thorne Drive
Houston, TX 77073
(713) 443-5600

NORTHEAST TEXAS COMMUNITY COLLEGE
225-501 (Titus County)

Dr. Judy Traylor, Director
Adult and Developmental Education
Northeast Texas Community College
P. O. Box 1307
Mount Pleasant, TX 75455
(214) 572-1911

Mr. Mike Bruner, President
Northeast Texas Community College
P. O. Box 1307
Mount Pleasant, TX 75455
(214) 572-9868

ODESSA COLLEGE
068-501 (Ector County)

Mr. John Tucker, Director
Adult Education
Odessa College
P. O. Box 3752
Odessa, TX 79760
(915) 335-6582

Dr. Philip T. Speegle, President
Odessa College
P. O. Box 3752
Odessa, TX 79760
(915) 337-5381

PALESTINE INDEPENDENT SCHOOL DISTRICT
001-907 (Anderson County)

Mr. Joel Brickell, Director
Adult Education
Palestine Independent School District
P. O. Drawer 440
Palestine, TX 75801
(214) 729-6911

Mr. Robert W. Caster, Superintendent
Palestine Independent School District
P. O. Box 440
Palestine, TX 75801
(214) 729-1831

Mr. Jerry Mayo, Supervisor, Adult Education

PARIS JUNIOR COLLEGE
139-501 (Lamar County)

Ms. Mary Hanson, Director
Adult Education
Paris Junior College
2400 Clarksville Street
Paris, TX 75460
(214) 784-9237

Mr. Bobby R. Walters, President
Paris Junior College
2400 Clarksville Street
Paris, TX 75460
(214) 785-7661

PLAINVIEW INDEPENDENT SCHOOL DISTRICT
095-905 (Hale County)

Mr. John R. Quinby, Director
Adult Education
Plainview Independent School District
P. O. Box 1540
Plainview, TX 79073
(806) 296-6392

Dr. Dennis Townsend, Superintendent
Plainview Independent School District
P. O. Box 1540
Plainview, TX 79073
(806) 296-5563

PORT ARTHUR INDEPENDENT SCHOOL DISTRICT
123-907 (Jefferson County)
Mr. Sylvester Pace, Director
Adult Education
Port Arthur Independent School District
P. O. Box 1388
Port Arthur, TX 77641
(409) 985-9347

Dr. Joe M. Pitts, Superintendent
Port Arthur Independent School District
P. O. Box 1388
Port Arthur, TX 77641
(409) 985-9303

REGION I EDUCATION SERVICE CENTER
108-950 (Hidalgo County)
Mr. Noe Calvillo, Director
Adult Education
Region I Education Service Center
1900 West Schunior Street
Edinburg, TX 78539
(512) 383-5611

Mr. Lauro Guerra, Executive Director
Region I Education Service Center
1900 West Schunior
Edinburg, TX 78539
(512) 383-5611

REGION III EDUCATION SERVICE CENTER
235-950 (Victoria County)
Ms. Judy Schilab
Coordinator for Special Programs
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

Mr. Kyle Lester
Adult Education Specialist

Dr. Julius Cano, Executive Director
Region III Education Service Center
1905 Leary Lane
Victoria, TX 77901
(512) 573-0731

REGION IV EDUCATION SERVICE CENTER
101-950 (Harris County)
~~Ms. Linda Gibbs~~, Director DR. MITCHELL HALL
Adult Education
Region IV Education Service Center
P. O. Box 863
Houston, TX 77001
(713) 462-7708

Dr. William L. McKinney, Executive Director
Region IV Education Service Center
P. O. Box 863
Houston, TX 77001
(713) 462-7708

REGION V EDUCATION SERVICE CENTER
181-950 (Jefferson County)
Mr. Dorwin Bowman, Director
Adult Education
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703
(409) 835-5212

Ms. Brenda Schofield, Supervisor
Jasper Independent School District
P. O. Box 1512
Jasper, TX 75951
(409) 384-6657

Dr. Fred Waddell, Executive Director
Region V Education Service Center
2295 Delaware Street
Beaumont, TX 77703
(409) 835-5212

REGION VI EDUCATION SERVICE CENTER
236-950 (Walker County)
Mr. Gene Allphin, Director
Adult Education
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340
(409) 295-9161

Mr. Bobby Roberts, Executive Director
Region VI Education Service Center
3332 Montgomery Road
Huntsville, TX 77340
(409) 295-9161

REGION IX EDUCATION SERVICE CENTER
243-950 (Wichita County)
Mr. Jim Morgan, Director
Adult Education
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928, Ext. 213

Dr. Jim O. Rogers, Executive Director
Region IX Education Service Center
301 Loop 11
Wichita Falls, TX 76305
(817) 322-6928

REGION XVI EDUCATION SERVICE CENTER
188-950 (Potter County)
Mr. H. G. "Bud" Connally, Director
Special Projects
Region XVI Education Service Center
P. O. Box 30600
Amarillo, TX 79120
(806) 376-5521

Sharon Dial, Supervisor

Dr. Kenneth Laycock, Executive Director
Region XVI Education Service Center
P. O. Box 30600
Amarillo, TX 79120
(806) 376-5521

REGION XVII EDUCATION SERVICE CENTER
152-950 (Lubbock County)
Dr. Woodie Coleman, Director
Adult Education
Region XVII Education Service Center
1111 West Loop 289
Lubbock, TX 79416
(806) 792-4000

Dr. Joe Neely, Executive Director
Region XVII Education Service Center
1111 West Loop 289
Lubbock, TX 79416
(806) 792-4000

REGION XX EDUCATION SERVICE CENTER
015-950 (Bexar County)
Mr. Silverio Cuellar, Coordinator
Adult Education
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
(512) 299-2400

Dr. Judy Castleberry, Executive Director
Region XX Education Service Center
1314 Hines Avenue
San Antonio, TX 78208
(512) 299-2400

RUSK INDEPENDENT SCHOOL DISTRICT
037-907 (Cherokee County)
Mr. Billy Watson, Director
Adult Education
Rusk Independent School District
P. O. Box 474
Rusk, TX 75785
(214) 683-5623

Mr. Tony E. Murray, Superintendent
Rusk Independent School District
204 East Third Street
Rusk, TX 75785
(214) 683-5592

SAN ANGELO INDEPENDENT SCHOOL DISTRICT
226-903 (Tom Green County)
Mr. James Amos, Director
Adult and Continuing Education
San Angelo Independent School District
217 North Oakes
San Angelo, TX 76903
(915) 655-8450 or 658-6564

Mr. Bill G. Graves, Superintendent
San Angelo Independent School District
100 North Magdalen
San Angelo, TX 76903
(915) 942-6767

SCHERTZ-CIBOLO-UNIVERSAL CITY
INDEPENDENT SCHOOL DISTRICT
094-902 (Guadalupe County)
Ms. Maggie Cunningham, Director
Adult Education
Schertz-Cibolo-Universal City
Independent School District
401 W. Byrd
Universal City, TX 78148
(512) 658-5936

Dr. Byron Steele, Superintendent
Schertz-Cibolo-Universal City Independent
School District
1060 Elbel Road
Schertz, TX 78154
(512) 658-3553

SHERMAN INDEPENDENT SCHOOL DISTRICT
091-906 (Grayson County)
Ms. Nana Rylander, Director
Adult Education
Sherman Independent School District
P. O. Box 1156
Sherman, TX 75090
(214) 892-9115

Mr. Michael McDougal, Superintendent
Sherman Independent School District
P. O. Box 1156
Sherman, TX 75090
(214) 892-9115

SOUTHWEST TEXAS JUNIOR COLLEGE
232-501 (Uvalde County)
Mr. Jose Calderon, Director
Adult Education
Southwest Texas Junior College
Garner Field Road
Uvalde, TX 78801
(512) 278-4401, Ext. 236

Dr. Jimmy Goodson, President
Southwest Texas Junior College
Garner Field Road
Uvalde, TX 78801
(512) 278-4401

SULPHUR SPRINGS INDEPENDENT SCHOOL DISTRICT
112-901 (Hopkins County)
Mr. James Bassham, Director
Adult Education
Sulphur Springs Independent School District
631 Connally Street
Sulphur Springs, TX 75482
(214) 885-6916

Mr. Dan Durham, Superintendent
Sulphur Springs Independent School District
631 Connally Street
Sulphur Springs, TX 75482
(214) 885-2153

SWEETWATER INDEPENDENT SCHOOL DISTRICT
177-902 (Nolan County)
Ms. Agnes Roberson, Director
Adult Education
Sweetwater Independent School District
301 West Arkansas
Sweetwater, TX 79556
(915) 235-8455

Mr. David Welch, Superintendent
Sweetwater Independent School District
207 Musgrove Street
Sweetwater, TX 79556
(915) 235-8605

TEXARKANA INDEPENDENT SCHOOL DISTRICT
019-907 (Bowie County)
Mr. James R. Moffatt, Director
Adult Education
Texarkana Independent School District
3201 Lincoln Street
Texarkana, TX 75501
(214) 792-9341

Mr. Gary Collins, Superintendent
Texarkana Independent School District
4241 Summerhill Road
Texarkana, TX 75503
(214) 794-3651

TRINITY VALLEY COMMUNITY COLLEGE
107-501 (Henderson County)
Dr. Jan Hufstuttler, Director
Adult Education
Trinity Valley Community College
Cardinal Drive
Athens, TX 75751
(214) 675-6385

Ms. Gayla Roberts, Supervisor
Adult Education
(214) 675-6381
(214) 675-6330

Mr. Ronald C. Baugh, President
Trinity Valley Community College
Cardinal Drive
Athens, TX 75751
(214) 675-6211

TULOSO-MIDWAY INDEPENDENT SCHOOL DISTRICT
178-912 (Nueces County)
Mr. Gary Gutman, Director
Adult Education
Tuloso-Midway Independent School District
P. O. Box 10900
Corpus Christi, TX 78410
(512) 241-5791

Dr. Suzanne J. Nelson, Superintendent
Tuloso-Midway Independent School District
P. O. Box 10900
Corpus Christi, TX 78410
(512) 241-3286

VALLEY VIEW INDEPENDENT SCHOOL DISTRICT
049-903 (Cooke County)
Ms. Dorothea Pasqua, Director
Adult Education
Valley View Independent School District
700 Frontage Road
Valley View, TX 76272
(817) 726-3244

Mr. Bert Glascock, Superintendent
Valley View Independent School District
700 Frontage Road
Valley View, TX 76272
(817) 726-3522

WACO INDEPENDENT SCHOOL DISTRICT
161-914 (McLennan County)
Ms. Cherry Mills Boggess, Director
Adult Education
Waco Independent School District
Box 27
Waco, TX 76703
(817) 756-3374

Dr. Jim B. Hensley, Superintendent
Waco Independent School District
Box 27
Waco, TX 76703
(817) 752-8341

WEATHERFORD INDEPENDENT SCHOOL DISTRICT
184-903 (Parker County)
Ms. Jane Westbrook, Director
Community Education
Weatherford Independent School District
P. O. Drawer N
Weatherford, TX 76086
(817) 598-2806

Mr. Joe M. Tison, Superintendent
Weatherford Independent School District
Drawer N
Weatherford, TX 76086
(817) 594-7457

WHARTON COUNTY JUNIOR COLLEGE
241-501 (Wharton County)
Dr. John E. Brooks, Director
Adult Education
Wharton County Junior College
911 Boling Highway
Wharton, TX 77488
(409) 532-4560, Ext. 64

Dr. Elbert C. Hutchins, President
Wharton County Junior College
911 Boling Highway
Wharton, TX 77488
(409) 532-4560

YSLETA INDEPENDENT SCHOOL DISTRICT
071-905 (El Paso County)
Mr. Lorenzo Martinez, Director
Adult Education
Ysleta Independent School District
9600 Sims Drive
El Paso, TX 79925
(915) 595-5573

Dr. Mauro L. Reyna, Superintendent
Ysleta Independent School District
9600 Sims Drive
El Paso, TX 79925
(915) 595-5500

DIVISION OF ADULT EDUCATION/EMPLOYMENT AND TRAINING, FUNDING AND COMPLIANCE

Mailing Address: Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Telephone: (512) 463-9294

Room Number 6-115

Mr. James C. Woodman, Director
Mr. Robert D. Martinez, Director of Program I
Dr. Pavlos X. Roussos, Educational Program Director
Mr. Albert Black, Education Specialist II
Mr. Jim Cheshire, Education Specialist II
Ms. Toni Dean, Education Specialist II
Ms. Ramona Jo De Valcourt, Education Specialist II
Ms. Lilie Elizondo, Education Specialist II
Dr. L G Ferguson, Education Specialist II
Mr. Bob Mann, Education Specialist II
Dr. Maija Wimer, Education Specialist II
Ms. Jeanette Campbell, Administrative Secretary
Ms. Margie Harris, Administrative Technician I
Ms. Pamela L. Irvin, Administrative Technician I

DIVISION OF ADULT AND COMMUNITY EDUCATION

Mailing Address: Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Telephone: (512) 463-9447

Room Number 5-111

Dr. Deborah Stedman, Director
Ms. Evelyn Curtis, Education Specialist II
Ms. Barbara Tondre-El Zorkani, Education Specialist II
Dr. Wayne Pate, Education Specialist II
Ms. Tina Whitney, Education Specialist II
Ms. Linda Urban, Administrative Secretary

DIVISION OF VOCATIONAL EDUCATION FUNDING AND COMPLIANCE

Mailing Address: Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Telephone: (512) 463-9245

Room Number 6-122

Ms. Ima Nell Hill, Fiscal Program Specialist II
Ms. Gladys Gaston, Contract Technician I

OFFICE OF GED TESTING

Mailing Address: Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701

Telephone (512) 463-9292

Room Number 6-114

Ms. Cathy Erwin, Educational Program Director
Ms. Emily Dolan, Administrative Technician I
Ms. Sharon Hawkins, Administrative Technician I

THE FOUNDATION CENTER COOPERATING COLLECTIONS NETWORK

The Foundation Center is an independent national service organization established by foundations to provide an authoritative source of information on private philanthropic giving. In fulfilling its mission, The Center disseminates information on private giving through public service programs, publications and through a national network of library reference collections for free public use. The New York, Washington, DC, Cleveland and San Francisco reference collections operated by The Foundation Center offer a wide variety of services and comprehensive collections of information on foundations and grants. The Cooperating Collections are libraries, community foundations and other nonprofit agencies that provide a core collection of Foundation Center publications and a variety of supplementary materials and services in subject areas useful to grantseekers.

Over 100 of the network members have sets of private foundation information returns (IRS Form 990-PF) for their states or regions which are available for public use. A complete set of U.S. foundation returns can be found at the New York and Washington, DC offices of The Foundation Center. The Cleveland and San Francisco offices contain IRS returns for those foundations in the midwestern and western states, respectively.

Because the collections vary in their hours, materials and services, IT IS RECOMMENDED THAT YOU CALL EACH COLLECTION IN ADVANCE. To check on new locations or current information, call toll-free 1-800-424-9836.

Those collections marked with a bullet (●) have sets of private foundation information returns (IRS Form 990-PF) for their states or regions, available for public reference.

Funding Information Library
Community Foundation [illegible]
915-676-3883

Amarillo Area Foundation
1000 Polk
P.O. Box 25569
Amarillo 79105-269
806-376-4521

● The Hogg Foundation for Mental Health
The University of Texas
Austin 78712
512-471-5041

● Corpus Christi State University Library
6300 Ocean Drive
Corpus Christi 78412
512-991-6810

● El Paso Community Foundation
El Paso National Bank Building
Suite 1616
El Paso 79901
915-533-4020

● Funding Information Center
Texas Christian University Library
Ft. Worth 76129
817-921-7664

● Houston Public Library
Bibliographic & Information Center
500 McKinney Avenue
Houston 77002
713-224-5441 ext. 265

● Lubbock Area Foundation
502 Commerce Bank Building
Lubbock 79401
806-762-8061

● Funding Information Library
507 Brooklyn
San Antonio 78215
512-227-4333

● Dallas Public Library
Grants Information Service
1515 Young Street
Dallas 75201
214-670-1487

● Pan American University
Learning Resource Center
1201 W. University Drive
Edinburg 78539
512-381-3304

INFORMATION CLEARINGHOUSES

Association for Community Based Education (ACBE)
1806 Vernon Street, NW
Washington, DC 20009
(202) 462-6333

ADvancE
Pennsylvania Department of Education Resource Center
333 Market Street
Harrisburg, PA 17126-0333
(800) 992-2283

Contact Literacy Center
P.O. Box 81826
Lincoln, NE 68501-1826
(800) 228-8813

ERIC Clearinghouse on Adult, Career, and Vocational Education
1960 Kenny Road
Columbus, OH 43210
(800) 848-4815

Litline
The Adult Literacy Initiative
U.S. Department of Education
400 Maryland Avenue, Room 4145
Washington, DC 20202
(202) 732-2959

ORGANIZATIONS CONCERNED WITH ADULT LITERACY

AAACE
1201 Sixteenth Street, NW, Suite 230
Washington, DC 20036
(202) 822-7866

Coalition for Literacy
c/o American Library Association
50 East Huron Street
Chicago, IL 60611
(312) 944-6780

Lutheran Church Women
2900 Queen Lane
Philadelphia, PA 19129-1091
(215) 438-2200

National Association of Private Industry Councils
1015 15th Street, NW, Suite 600
Washington, DC 20005
(202) 289-2950

PAACE
Box 3796
Harrisburg, PA 17105-3796

Project PLUS
WQED
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-1491

PLANNING MANUALS

These guidebooks provide details of planning, funding, managing, and evaluating literacy programs. Most of the manuals also include ideas on publicity, recruitment, student assessment, library collections, and record-keeping.

Coalition for Literacy. (1984). *How to form a community volunteer literacy program.* Chicago, IL: Author.

Gleich, P.K. (1986). *A practical guide for library based literacy programs* . Frankfort: Kentucky Department for Libraries and Archives, Kentucky Literacy Commission.

Johnson, D.W., & Soule, J.A. (1987). *Libraries and literacy: A planning manual.* Chicago, IL: American Library Association.

Lane, M. A. (Ed.). (1984). *Handbook for volunteer reading aides*. Philadelphia, PA: Lutheran Church Women.

Lerche, R.S. (1985). *Effective adult literacy programs: A practitioner's guide*. New York: Cambridge.

Mayer, S.E. (1985). *Guidelines for effective adult literacy programs.* Minneapolis, MN: Rainbow Research, Inc.

Reiff, T. (Ed.). (1987). *The Pennsylvania adult basic education handbook for program administrators.* Lancaster, PA: The Message Refinery.

Woods, N. (1987). *Beginning a literacy program.* (Available from M. Woodwell, WQED-TV, 4802 Fifth Avenue, Pittsburgh, PA 15213)

NEWSLETTERS

Adult Literacy Technology Newsletter
The Adult Literacy and Technology Project
Institute for the Study of Adult Literacy
The Pennsylvania State University (814) 863-3777

BCEL Newsletter
Business Council for Effective Literacy
1221 Avenue of the Americas - 35th Floor
New York, NY 10020 (212) 512-2415

Online
American Association of Adult and Continuing Education
1201 Sixteenth Street, NW, Suite 230
Washington, DC 20036 (202) 822-7866

PAACE News
Pennsylvania Association of Adult and Continuing Education
Box 3796
Harrisburg, PA 17105-3796

The Update
The Adult Literacy Initiative and The Division of Adult Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202 (202) 732-2959

What's the Buzz
Pennsylvania's Adult Basic Education Newsletter
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333 (717) 787-5532

the written word
Contact Literacy Center
P.O. Box 81826
Lincoln, NE 68501-1826 (800) 228-8813

PROGRAM MANAGEMENT

LITMAS: A computer-based information management system designed specifically for literacy organizations. Software for IBM compatible computers.

Laubach Literacy Action
LITMAS Information
Box 131
Syracuse, NY 13210
(315) 442-9121

The Volunteer Management System: A data collection software for IBM compatibles.

Literacy Volunteers of America
Widewaters One Office Building
5795 Widewaters Parkway
Syracuse, NY 13214
(315) 445-8000

Program Management Video Workshops: Three part management series produced jointly by Laubach Literacy and Literacy Volunteers of America. These are available from the Texas State Library.

THE TLA LITERACY COMMITTEE RESOURCE LIST

DALE RICKLEFS: Chair
Round Rock Public Library
216 E. Main St.
Round Rock, Texas 78664
(512) 255-3939, ext. 402

- -- Is experienced in providing assistance in developing cooperative networks and literacy councils
- -- Can provide options for displaying materials in libraries, as well as their acquisitions
- -- Can counsel libraries in the philosopy of literacy services in a public library setting
- -- Is proficient in the Laubach method of literacy instruction
- -- Can assist libraries in the administration of Department of Education grants
- -- Can provide information on the volunteer aspects of a literacy program, both its strengths and limitations

ROBERT BOYER
Arlington Public Library
101 E. Abram Street
Arlington, TX 76010
(817) 459-6902

- -- Can provide information on adult learning centers which utilize library sites and facilities
- -- Can counsel regarding the administration issues of cooperating with accredited school agencies who staff the learning centers

BARBARA CROSBY
Texas State Library
Library Development Division
Box 12927
Austin, TX 78711
(512) 463-5476

- -- Can assist libraries in all aspects of program development
- -- Can provide libraries with information on all major literacy instruction methodologies
- -- Can suggest ways that libraries can develop cooperative ventures with other agencies
- -- Is proficient in seeking funding sources and developing grant proposals to obtain those funds

DENISE FISHER
Sterling Municipal Library
Mary Wilbanks Avenue
Baytown, TX 77520
(713) 427-7331

- -- Can serve as a consultant for monographic, periodical, and audiovisual materials selection
- -- Can assist programs in the development of both manual and computerized records maintenance and general program management
- -- Is proficient in the Literacy Volunteers of America methodology
- -- Can assist libraries in developing library administered projects, as well as enlisting corporate involvement
- -- Can suggest projects for developing student support networks
- -- Can suggest methods for developing student generated publications
- -- Can suggest methods for developing tutor support networks

RHODA GOLDBERG
Harris County Public Library
49 San Jacinto, Suite 200
Houston, TX 77002
(713) 221-5350

- -- Can assist in the selection and acquisition of materials for tutors and students
- -- Can suggest methods for organizing literacy programs in branch libraries
- -- Is experienced in developing programs that incorporate an inter-generational approach to reading
- -- Is proficient in the Laubach methodology

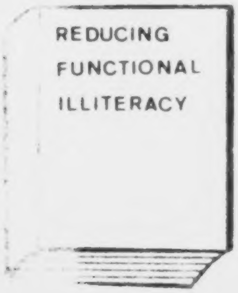
CONTACT LITERACY CENTER

The CONTACT LITERACY CENTER is designed to encourage communications between organizations and individuals involved in the fight against functional illiteracy and to stimulate new local efforts. CONTACT acts as a link between those who need help and the people and programs who will assist them. CONTACT LITERACY CENTER is also an established clearinghouse for information in addition to the referral system. CONTACT can provide you with needed information, such as public relations, statistical information, assistance in locating funding sources, etc. Feel free to write or call — CONTACT LITERACY CENTER, P. O. Box 81826, Lincoln, NE 68501; 402/464-0602.

The CONTACT LITERACY CENTER produces two valuable resource publications that are designed to inform and assist those interested in and working in the field of adult illiteracy.

the written word

the written word — a monthly newsletter designed to encourage communication among those working in the field of functional illiteracy and to act as a catalyst in delivering volunteer manpower to local community programs. *the written word* contains something for everyone, including facts on various literacy programs, special projects, publications (both resource and adult low level reading), people, upcoming national conferences, funding ideas, and much, much, more.



Reducing Functional Illiteracy: A National Guide to Facilities and Services — an up-to-date directory of over 5700 literacy resources/programs throughout the United States, U. S. Territories and Canada. Included in these listings are members of LLA, LVA, IRA, ABE, libraries, correctional programs, as well as many excellent grass root community organizations. The 1983-84 edition includes the program name, contact person, address, telephone number, the cost to the student, office hours, eligibility requirements and services offered by these various programs. Resources are listed by state and then by city to make it easier to locate those nearest your area of interest. Within this one-of-a-kind directory you will also find the latest statistical information on illiteracy, a detailed listing of national organizations, and specific information on Laubach Literacy International, Literacy Volunteers of America, International Reading Association, and Adult Basic Education.

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I'm interested! Please sign me up for:

______ Your Special Package Deal: Both *the written word* (12 issues) and *Reducing Functional Illiteracy: A National Guide to Facilities and Services* for only $15.00 (a savings of $3.00).

______ *the written word* (12 issues) — $6.00

______ 1983-84 *Reducing Functional Illiteracy: A National Guide to Facilities and Services* — $12.00 (Bulk discounts are available upon request.)

Name ______________________________

Address ______________________________

City/State ______________________ Zip __________

Send your check or money order to (Nebraska residents please add applicable sales tax)

CONTACT LITERACY CENTER
P. O. Box 81826
Lincoln, NE 68501

Or complete the following to charge it on your VISA/MASTERCARD

______________________ Expiration Date ______________________
Account Number

Signature: ______________________________

SOME CHARACTERISTICS OF ADULTS AS LEARNERS AS COMPARED WITH CHILDREN

1. Adults are more realistic. They have lived longer and have a different perspective of life. They no longer see life through rose-colored glasses, but as a set of realities.

2. Adults have had more experience. They have insights and see relationships not discerned by children. They have a sense of what is likely to work and what is not - a sort of accumulated wisdom.

3. Adults have needs which are more concrete and immediate than those of children. They are impatient with long discourses on theory and like to see theory applied to practical problems.

4. Adults do not comprise a captive audience. They attend voluntarily and if interest is lacking, they are inclined to stop attending.

5. Adults are used to being treated as mature persons and resent having teachers talk down to them.

6. A corollary of point 5 is that adults enjoy having their talents and information made use of in a teaching situation.

7. Adult groups are likely to be more heterogeneous than youth groups. Differences increase with age and mobility. Therefore, adults come from a wider variety of backgrounds and intelligence levels than youth.

8. Adults through their fifties, and sometimes well beyond that, can learn as well as youth, although because of a slowing up of physical equipment they may not perform some school tasks as rapidly as children.

9. Adults attend classes often with a mixed set of motives - educational, social, recreational, and sometimes out of an overdeveloped puritanical sense of duty.

10. Adults are sometimes fatigued when they attend classes. They appreciate any teaching devices which add interest and a sense of liveliness: variety of method, audio-visual aids, change of pace and a sense of humor.

Taken from: A Guide for Teachers and Teacher Trainers
(NAPCAE, 1966) Robert L. Derbyshire, Consultant.

PUBLICITY

The Contact Literacy Center studied methods used to attract students to literacy programs. They found the following methods useful.

- Volunteers or literacy students going door to door in a neighborhood leaving flyers and posters.
  2% effective

- Sending announcements home with students in reading classes.
  3% effective

- Signs on buses.
  4% effective

- Recruitment through community organizations: Parties, events, or notices left with or sent through churches, area council meetings, clubs, etc.
  9% effective

- Flyers or posters in social and health agencies.
  9% effective

- Referrals from business and industry.
  9% effective

The more effective efforts are non-personal, the potential student learns about it by himself or herself through family.

- "Learn to Read Here" signs on the building where classes are offered.

- Reading logos and brief messages on grocery store shopping bags -- or inserted in bags at local stores or in bills sent by the telephone company, the gas company, etc.
  11% effective

- Message on "Time-Temperature" tape.
  11% effective

- TV Public Service announcements: Program director, or teachers, or students appearing on talk shows or news.
  11% effective

- Newspaper articles on program.
  19% effective

- Radio Public Service announcements: Several of various lengths plus program participants interviewed.
  48% effective

- Interviewing social service agency personnel.
  80% effective

The Literacy Services of Wisconsin used a unique technique. The program interviewed social service agency directors about literacy. Here is an outline of their method:

1. Called the social agency for a 10-minute appointment.

2. Asked the following questions:
   a. Did they know about the literacy program?
   b. Had they ever met a client who could not read?
   c. Had a client ever said, "I have a friend who cannot read"?

3. A "Quick Facts" brochure was given to each agency describing their literacy services, costs, hours, etc. A phone number was also included.

4. Upon completion of the appointment the literacy program representative would leave, thanking the agency for their time and urging them to use the services.

One hundred thirty-five out of 169 agencies interviewed (80%) called the literacy center for more information and are still using their service.

For more information on this technique, contact: Vyvyan Harding, Director, Literacy Services of Wisconsin, Inc., 813 N. 27th St., Milwaukee, WI 53208, 414/344-5878.

Student Recruitment: A Guide

Strategize !

Strategy is the key to any successful recruitment program, and that's what this Guide is about. Whether you are after tutors, learners, or financial donors, you need to find out who is likely to participate, why they might want to be part of your program, and how to get your message across to them.

So, this Guide is more than a list of "how-tos." It also suggests a method you can use to plan a successful student recruitment program in your community.

In the final analysis, the best recruitment tool you have is the quality of the services you provide. No means of advertising is more powerful than word-of-mouth, and a satisfied student is probably the best spokesperson for your program.

A good way to start planning for recruitment is simply to talk with the students who are already enrolled. You could also do a larger survey, but just talking face-to-face with five or six students about what they like and don't like about their experiences will provide you with more insights and inspiration than anything which follows in this Guide.

A word about the importance of your role as student recruiter. To promote your group's services confidently and convincingly, you need to know that those services are the best that can be provided. So, if there are problems in the program which contribute to low student enrollments, you have a big stake in getting them corrected. And since you are one of the most important links between the program and the people it is trying to serve, you need to have a role in program planning as well.

Here's another role for you, too. Laubach Literacy Action, through its national communications network, is ready to share with other adult literacy programs what you know and what you learn about recruiting adult students.

So, please try out the ideas and suggestions included in the Guide, and send your comments, ideas, and suggestions to Public Communications, Laubach Literacy Action, Box 131, Syracuse, NY 13210.

We'll be sure they get passed around.

Who's Your Audience?

The first question you need to ask is what kinds of adults are already signing up for tutoring sessions. Once you've identified who your satisfied "customers" are, you can design a message to reach more like them.

The best approach is to talk directly with students who are already enrolled. (Make notes, while you're at it, of how they happened to hear about the program. They'll come in handy later.) Then compare what you've found with the experience of other Laubach groups.

Most Laubach Literacy Action (LLA) programs are reaching adults who read at or below the fourth grade level. But beyond being adults and very poor readers, there are not many characteristics we can say for a fact that Laubach students have in common.

The statistics which are available, however, indicate that most Laubach students are under 45 years of age. There is also some indication that men are reached in greater numbers than women. Previous educational attainment, in terms of grade level completed, is surprisingly high, with one recent local study reporting that over 50% of the student body was in school beyond the eighth grade.

One very important characteristic which is shared by very-low-reading level adults who enter any kind of program is their reason for enrolling. Over 50%, in study after study, report that they enroll to feel better about themselves.

Many adult students have experienced repeated failure in the classroom and have learned to hide their problem to avoid further shame. Some are unaware that millions of adults can't read and feel singled out. Others are almost convinced that they are incapable of learning, but, unlike some portions of the illiterate population, most adults who enroll in the Laubach program are aware of the value of reading and believe that reading skills will help them improve their lives.

You also need to find out who's not enrolling and why. Talking with students who've dropped out is the first step. You may uncover some useful information about obstacles to enrollment like the lack of child care, transportation, or other problems many adults have in common. Or, you may learn of problems with the services you provide which can and must be corrected before you can enroll more students.

One common obstacle to enrollment is still awaiting a creative solution. Programs in rural areas usually report a chronic under enrollment of students, just the reverse of most urban programs. Under- enrollments occur even in areas where illiteracy rates are known to be high, and there are probably multiple causes. Fear of public exposure, lack of transportation, lack of a local TV stations, and the capacity to get along better in a rural environment have all been blamed for this problem.

What 's the Message ?

Once you have a handle on the reasons why adults enroll in your program and some of the obstacles to enrollment, you are ready to select the main ingredients of your message, whether that takes the form of a 30 second Public Service Announcement or a 30 minute speech to the food service employees of the local college.

For example, let's start with the reason the majority of students enroll: the desire for improved self-esteem. That motivates students to want to learn to read, but at the same time, low self-esteem is an obstacle to enrollment.

The message you design, therefore, could incorporate words that attack both sides of this issue. A current student's description of his or her positive experiences with the program is one of the best ways to portray the possibility of success for others.

This approach also has the advantage of avoiding a blanket promise of success. Such promises may lead prospective students to enroll, but they also tend to create unrealistic expectations about the ease of learning to read. These initial expectations can feed right into future discouragement with low progress, which in turn swells your drop-out rate.

If you decide that the best approach is to defuse the fear of enrollment, here's some information you may want to include in the message to potential students:

> "You are not alone with your problem. Millions of adults, just like you, have reading problems. Many of them, when they had the chance and were willing to work hard, learned to read. (Name of your group) is ready to help. We can provide you with individual instruction, and you can go at your

own pace. If you are willing to try, we are ready to stick with you until you are satisfied with what you've learned or until you are ready to go on to more advanced studies."

Case Studies

Another message many LLA groups have found helpful in recruiting students is the promise of confidentiality. Here's how one program in California made that promise.

Florence Peetz chose the name "Illiterates Anonymous" for her special literacy project based in a library in San Gabriel, CA. "When they hear the name, students know they won't be on camera when they come through the door," comments Peetz. "The name gives them assurance. Sometimes they are afraid they might lose their jobs if their employers find out about their problem."

Peetz says the media is the most effective tool for enrolling students. She places announcements in the area shopping papers. The project has also received local and national media attention, including a segment on Gary Collins' "Hour Magazine."

And some of the adults who are a part of "Illiterates Anonymous" are at the center of the attention. The promise of confidentiality given by the project's name is a factor in encouraging enrollment. But more than one "Illiterates Anonymous" student has been more than willing to "go public" with a message that encourages other adults to enroll.

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Another piece of information many LLA groups include in their recruitment messages is that lessons are free. But before you decide to include this information in your message, keep in mind that very little of real value in our society is free. So highlighting this aspect of your program may cheapen its worth. For many in your audience, "free" may mean "inferior."

The evidence on the issue of free lessons is still extremely tentative. Two studies conducted by Cleveland's Project: LEARN show that the only significant difference between students who score high on tests of progress and those who don't is the ability of the former group to purchase their own books. And other studies of the poor who participate in community action programs have established that adults who pay for membership in the organization are much more likely to become active members.

Prospective adult students will also want to know as many of the practical details about the program as possible, so they can make a sound decision about whether or not to enroll. Beyond giving the time and place of tutoring sessions, messages which show a tutoring session in progress is easy to do, either in a Public Service Announcement or in a flyer.

But some adults may want more information before they commit to enrolling. Your placement chairperson should be sensitive to this possibility. For instance, the prospective student might like to see the teaching materials you use or to tour the facilities where tutoring takes place. You may want to develop a slide/tape module for these adults. Even better, ask a current student to be on hand to answer questions.

But even if you conduct the placement interview by phone, it's easy to find out if the prospective student wants more information. Just ask: "Before we talk about why you want to learn to read, is there anything you'd like to know about how this program works?"

One other area you need to consider when deciding what your message will be is that the vehicles you use to present your message will become part of the message itself. For example, if you choose to portray a student, you can choose between male and female, younger and older, minority or Caucasian, middle class and working class. Base your choice on what characteristics you feel are most similar to the audience you want to attract.

Consider also the message contained by the format of any print materials you might decide to create. There is some evidence to suggest that "professional" quality brochures and flyers may suggest that your program is just another large, unfeeling institution. For adults who have experienced failure and frustration in such environments, flashy, slick formats may actually discourage enrollment. So, consider keeping any print materials aimed at students simple and informal, and use interesting graphics or an eye-catching color to invite readership.

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The "BEST" Media

For the purposes of this discussion, we are defining "media" to include any vehicle you can use to get your message across to prospective students. Those vehicles include the mass media (TV, radio and newspaper); print materials, such as brochures and posters; other agencies, such as social service organizations and churches which already work with nonreaders; and individuals, such as health workers, family and friends of nonreaders, other students, or persons who are hired or volunteering to recruit students.

Statistical evidence, though not conclusive, is available about which of these media are likely to help you reach more students. Cleveland's Project: LEARN, for instance, asked 96 students how they first learned of the program. The responses, given in percentages, are as follows:

1. Family or Friend	40%
2. Television	26%
3. Social Agency	10%
4. Newspapers	6%
5. Other Schools	4%
6. Radio	1%
7. Churches	0%
8. Other	8%

These findings no doubt reflect the emphasis Project:LEARN places on the use of one or another of these media. In addition, some of the more effective recruitment methods may be more effective in large urban environments than in rural areas.

But one trend in these statistics is supported in study after study. Word-of-mouth is the single most effective method of increasing student enrollments.

The most effective recruitment programs, however, will not depend on the use of just one of these media. Note that Project:LEARN students were asked how they first heard of the program. Supplemental information gained through other sources may also have played an important role in encouraging enrollment.

Discovering which media will work best for you and what emphasis should be placed on the other media will depend on the make-up of your community, the time and resources you can devote to publicity, the degree of cooperation you can get from the mass media and agencies which can refer students. It may be, for example, that you have already reached all the potential students you can by relying too heavily on one or another of these media. Or, it may be that one of these approaches is simply ineffective in your community. For example, some LLA program directors observe that students referred from other agencies, especially by parole officers or welfare workers, may be enrolling under duress and hence not remain in the program for any length of time.

If this is the case, now's the time to try some new approaches. Make sure you keep track of the numbers of adults who respond to the different approaches you are trying. That way you can create your own "data bank" of effective approaches for future planning.

Most of the messages your group directs at potential students will be delivered by someone else. Therefore, much of your work as a recruiter of students will depend on the effectiveness and good will of the media you decide to work with.

Here's some ideas and suggestions for developing a positive working relationship with the mass media, other agencies, and individuals who can help you get your message across.

Any good, basic public relations handbook will help you put together an approach which will convince your local mass media that your cause is both worthy and newsworthy. Be sure your approach to them is as professional, both in content and format, as you can make it with limited time and resources. That's not as hard as you might think, so buy or borrow a handbook, study it thoroughly, and get suggestions from friends and acquaintances who are already conducting successful publicity programs.

Once you have the media on your side, don't forget to keep them there. Too many nonprofit groups never bother to say thank you for the media's contribution to program success. Several LLA groups now sponsor yearly appreciation banquets for their media friends.

But there are also many less spectacular ways to say thanks. A special award or an appreciative letter, even for a story that might not have come off as good as you'd hoped, can work wonders. Whenever possible, let the reporter or newscaster know how many students enrolled because of his or her efforts.

Other agencies serving adults who need reading help can also be powerful recruiters for your program. And they can become important partners in providing adults with a range of support services they may need to overcome their reading problems.

But other organizations also need to be treated as special audiences. First of all, the existence of illiteracy may not be common knowledge, even to human service workers who are in contact with illiterate adults on a daily basis. One LLA group had to accompany a student to the welfare

LITERACY ASSOCIATION OF ANDERSON COUNTY
Vocational Education Center
Rt. 2
Williamston, SC 29697

DORIS COLE
Coordinator
Districts 1 and 2

(803) 847-4121

Dear Teacher,

If Johnny can't read, it might be because Johnny's mother and father can't read.

There are 7,000 adults in Anderson County who cannot read and write well enough to help their child with homework, decipher a report card, or return a note to school.

At the same time, there are caring volunteers who are willing to spend an hour or two each week to teach someone to read and write. These lessons are free, private, and done on the basis of one student to one tutor who meet at a time and place convenient to them.

The Literacy Association of Anderson County is working with the local Adult Education Department to help non-reading adults learn to read.

You can help us reach these adults by participating in the following homework project designed for most third and fourth grade students.

First, write the letter on the board and have the students copy it. Then, tell them to read this letter aloud to their parents for homework. Please feel free to adapt this assignment to your students' ability level.

If any response comes directly to you, please forward the information to the address below.

The next 10-hour workshop to train volunteer tutors will be January 23, 24 and 26. Anyone who can read and write English can become a tutor.

Thank you for caring enough to help in this very important campaign against illiteracy.

"OPEN A NEW WORLD.....TEACH AN ADULT TO READ."

Sincerely,

Doris Cole, Literacy Coordinator
Anderson County Districts One and Two
Vocational Education Center
Route 2
Williamston, SC 29697

Mom, Dad, Grandmother, Grandfather

Dear

My homework for today is to read this letter to you. I can do this because I learned to read in school.

Reading is fun! But there are 7,000 adults in Anderson County who cannot read.

The Anderson County Reading Campaign wants to help. Lessons are free and private.

If you know a man or woman who wants to learn to read, tell them to call 847-4121.

Thank you for helping.

Sincerely,

office because his caseworker wouldn't believe his "negligence" in responding to letters was due to illiteracy. And this incident occurred even though the group had made several presentations about the problem and their program to the agency's staff.

The key to developing a successful relationship with another organization is to develop a key contact within the organization. He or she should be interested in hearing you out and be able to convince other staff members of the need of the program.

Find that contact, make an appointment, and present clearly and concisely what your program can do for the agency's clients. If some students in your program are also being served by that agency, be sure to mention that fact (but not the students by name.) Offer to come back and provide another presentation to a larger group of the staff. Include in that presentation some tips about identifying adult nonreaders, ways to approach them, and suggestions on how to make the referral

Remember, too, that cooperating organizations need thanks and recognition as well. A year-end letter with a copy of your group's annual report and a brief follow-up on each student referred will go far towards firming up your partnership. Or, invite members of the agency staff to your group's award ceremonies when their clients are being honored.

***

Case Study

**MEMPHIS
LITERACY
COUNCIL**

There are a multitude of creative ways to draw other organizations into a city-wide network of literacy partners. The Memphis Literacy Council is especially active in this area, and as a result, is reaching more of the neediest literacy students within its service area.

The Council's Public Relations Director, Nina Katz, solved two problems with one program when she interested a neighborhood action agency in becoming a literacy partner. The agency serves a low-income, inner city neighborhood, and the nearest trained tutor lived miles away.

Working with the agency's director, Katz planned a literacy event featuring entertainment, refreshments, and a panel discussion. The event was designed to attract 20 neighborhood volunteers, who could, in turn, reach out to neighborhood residents.

A statement from the agency's director reveals the groundwork Katz laid to make the plan a reality: "I began to realize that it is so very basic, and so vital that it (the literacy project) is something we should involve ourselves in. It will most definitely help in all facets of our program. There are probably a number of people out there who would love to participate in some of our activities, but can't because they can't read and don't know what our newsletter says."

Katz also works with senior citizen's centers and local industries to distribute leaflets and post notices about the services the Council offers to adults who want to learn to read.

***

As we have seen, the most effective media for student recruitment are individuals, especially family members and friends or successful students with whom the nonreading adult can readily identify. For example, when Ann Landers invited her readers to get in touch with Laubach Literacy Action for information about literacy assistance, the response was overwhelmingly from relatives of nonreaders.

To our knowledge, very few LLA groups have designed a publicity program for family members or friends. But here is one that has worked well in Anderson County, SC.

Case Study

The Literacy Association of Anderson County works with elementary school principals and teachers to enlist third and fourth grade pupils as "recruiters." The group contacts each principal with the suggestion that he or she invite teachers to participate in the project and distribute information and materials to teachers.

Teachers are alerted to the illiteracy problem in Anderson County and the fact that illiteracy prevents some parents from helping children with homework. The teacher then helps the children to write a letter about the literacy problem and the services available. The children are then asked to take their letter home and read it to their relatives. (See page 6 for copies of the letters.)

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Here's some more ideas for enlisting family members as recruiters which are just waiting to be put into action:

1. Develop a brochure for family members with tips on how to encourage the nonreader to enroll. Publicize the brochure through the newspaper, and offer free copies as a service.

2. Sponsor an open house for family and friends. Demonstrate how the method works and discuss how they might encourage friends and relatives to enroll.

3. The next time your newspaper wants to do a feature article on an adult student, convince the reporter of the important role family or friends can play in helping adults to enroll and to continue learning. Then line up both a student and the person who is helping for an interview. Try to make sure that the reporter gives adequate coverage to the other person as a model for others.

Adult students, some of whom attended Laubach Literacy Action's 1984 Biennial Conference, are increasingly demonstrating their power as participants, publicists, and planners in their local programs. One of the groups which has been extremely active in this area is the Laurens County (SC) Literacy Council.

Case Study

Program Director Jo an Boehm helped three Laurens County students who attended the 1984 Conference to form an Advisory Council together with other interested students. The group approves the purchase of instructional materials and provides input on other Council plans. This nucleus of students generates a positive atmosphere for participation and innovation among other students as well. Here's what they do to promote their literacy program.

1. Approach other adults, who they suspect are illiterate, and invite them to take advantage of tutoring services.

2. Volunteer to be interviewed by the media. Boehm or the student's tutor meets ahead of time with the student to talk about the interview and what questions the reporter might ask. Some of the students interviewed are especially pleased with their ability to overcome shyness and to speak out on behalf of a cause they support.

3. One student, already an active lay preacher, is donating his talents by speaking to local and regional LLA groups about his experience as a nonreader and as a learner.

4. Two students have been very active in helping other groups develop literacy programs. One of these is a literacy program graduate who works at a local manufacturing plant. He initiated the idea of an in-house educational service by dropping his idea in the plant's suggestion box. He was then asked to present the concept to employees on each work shift, who endorsed the idea. The idea is now on the verge of adoption by company chiefs.

A second student is chairing the local Assault on Illiteracy Program, an organization devoted to promoting literacy in the black community. Twenty interested persons are expected to attend. Two churches are offering tutoring space for the program and prospective students are already waiting for the new tutors the Council will train.

***

More Great Ideas

When designing radio and television ads, capitalize on the effectiveness of the personal approach. For example, design a dialogue between a student and a nonreading adult about the literacy program. Use "real people" as models and be sure the conversation between them sounds natural.

***

A statewide, door-to-door recruitment campaign conducted by South Carolina Jaycees was one of the factors which has made LLA's SC program the largest of its kind in the nation. The recruitment program was a cooperative effort involving the Jaycees, the state's Department of Adult Education, and local Laubach programs. The Jaycees mobilized volunteers to canvass low-income neighborhoods and distribute information about both the Adult Education and Laubach programs.

This approach could also be adapted to the local community. Service clubs, such as Altrusa, Kiwanis, Rotary, and others, might be delighted to take on such a project, especially because it's short term. Plan to provide volunteer canvassers with tips on how to handle the door-to-door approach and what to say to strangers. Plan to provide simple printed information to be left at each household, and top off the day with entertainment and refreshment for all who participate.

***

Get a list of drop-outs from school principals and contact them by phone. (Note: this approach will be more difficult with women, since they change their names.)

***

Contact employers who would be most likely to have nonreading employees. These might include food services, cleaning companies, and others that do hire low-skilled personnel. Ask to post information or provide brochures to place in pay envelopes.

***

Organize an evening of fun and entertainment to which current students can bring nonreading friends. Your hospitality and warmth may be all the encouragement these adults need to enroll.

***

Establish an "alumni organization" or your program graduates who are willing to work with you to involve more students in the program. Such a group should also be fun, and it could also be supportive of graduates who are still learning to apply their literacy skills.

***

If all this sounds like a tall order, you need a committee to help you implement your great ideas. Since you are a recruitment expert, your first step might be to recruit extra help. Committee members need not be tutors of current members of your group. There are probably other talented persons in your community who would be eager to contribute to the literacy cause in ways other than tutoring. Be sure to include students on the committee as well. They should have the last word on what approaches are effective and affirming to prospective students.

Provide employers of low-skilled workers with guidance and suggestions for writing employee newsletters in easy-to-read prose. This approach could lead to closer cooperation down the road.

The Last Word

There is one last role you, as student recruitment chair, can play in enabling more students to enroll. Because you are aware of the strength and dignity of the adults your program serves, you are in an excellent position to defuse public misunderstanding about illiteracy and illiterate adults.

These adults are not stupid, inadequate, nor lazy. They are not to blame for their lack of reading skills, although many of them blame themselves.

Societal attitudes towards illiteracy and illiterate adults may be the biggest obstacle to recruitment you face. You can begin to chip away at that barrier by making sure your community begins to understand the problem, its extent, and its impact. You can start by making sure that every article featuring students emphasizes the competency, intelligence, and humanity of the students you serve, whether or not they've yet learned to read. In other words, they are people first, and their illiteracy is only part of who they are.

In taking on this larger role, the role of an advocate for all nonreaders in your community, you will begin to lay the groundwork of understanding and acceptance which is vital to providing every nonreading adult with the confidence they need to begin to learn to read.

Laubach Literacy Action
A Division of LAUBACH LITERACY INTERNATIONAL

RECRUITING ADULT NEW READERS

The suggestions listed here are taken from reports submitted by 77 National Affiliation for Literacy Advance (NALA) tutoring projects across the country who responded to the question:

> What methods have you found most successful in recruiting new readers?

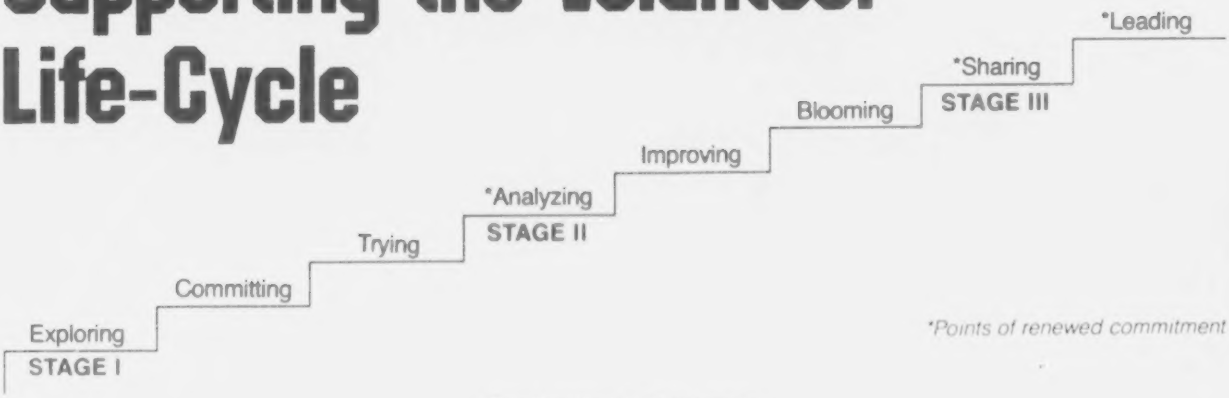
The suggested methods are listed in order, with those reported to be most productive and successful listed first:

1. Radio and TV public service announcements.
2. Contacts with community service agencies working with disadvantaged adults, such as:
    - United Fund Agencies
    - Goodwill Industries
    - Department of Social Services
    - Volunteer Service Bureau
    - Employment Service
    - Social Security Office
    - Community Action Program
    - YWCA, YMCA
    - Neighborhood Councils
    - Community Centers
    - Rescue Mission
    - Salvation Army
    - Health Agencies
    - Vocational Rehab. Department
    - United Fund Agencies
    - Michigan Employment & Security Commission
    - Secretary of State Offices
    - Banks
    - Migrant Ministry
    - Urban Renewal Housing Mgmt.
    - Low Income Housing Owners
    - Prisons and jails
    - Parole officers
    - Hospitals
    - Visiting Nurses
    - Gas Stations
    - Head Start Programs
    - Labor Unions
    - Manpower Training Program
    - P.T.A.'s
    - Inter-Agency Councils
    - County Health Organization
    - Voluntary Action Center
    - Educational Coordinators for large companies and unions
    - Civic organizations
    - Senior Citizen Centers
    - Family Abuse Centers
3. Person-to-Person approach by neighborhood leaders, neighborhood youth corps, neighborhood councils, adult students enlisting others.
4. Newspaper publicity, Sunday magazine section.
5. Referrals from public schools and adult basic education programs.
6. Church publicity, such as pulpit announcements, church bulletins or newsletters.
7. Posters and flyers used in laundromats, supermarkets, health clinics, employment agencies, or sent out with welfare checks.

from Libraries and Literacy:
A Literacy Handbook
Library of Michigan

8. Contacts with businesses and industries.
9. Advertising billboards (using space contributed by local advertising firms).
10. Informal coffee hour at a neighborhood center adult gathering.

Supporting the Volunteer Life-Cycle



By Paula J. Beugen

Each of us is a unique human being. We enter into most new situations with a touch of enthusiasm and anticipation, hope and fear. This is as true for volunteers who are new in their positions as it is for volunteer administrators. We who cherish the contributions of volunteers work very hard to keep these special people on our team. We celebrate the emergence of experienced, successful volunteers.

Those of us who "have been around" for awhile have an important role to play. Some of us are formally responsible for providing support to volunteers. Others may choose to take on this responsibility. Every person involved is in a position to influence the climate of an organization and the well-being of volunteers.

This article is about helping volunteers grow in their volunteer positions and within their organizations. It is based upon my own observations and experience in working with volunteers for the past ten years.

In order to be supportive, we must be sensitive to each volunteer's feelings and needs at any given time. This is not a simple task and no one can do it perfectly. By thinking about the course of a volunteer's experience as a volunteer life-cycle, we will be in a better position to identify how we can help.

I believe there are three primary stages in the growth of a volunteer: Exploratory (Stage I), Developmental (Stage II) and Mature (Stage III). Usually there are steps within each stage (see illustration).

I want to emphasize that no two people or situations are exactly alike. Many volunteers will experience some variation to the described stages and steps. However, I suspect that much of what I have to say may feel familiar to many of you—because you have been there.

Stage I: Exploratory

Stage I is when the volunteer is becoming more familiar with your organization and expectations. He/she has made an initial commitment to volunteer, but this commitment has not yet crystallized.

The volunteer is eager to get started—but feels unsure. He/she wants to know as much as possible about the purpose and background of the organization, as well as the specific tasks required to perform. You can help by providing a thorough orientation where questions and comments are encouraged.

At this point, the volunteer will probably have these thoughts:

- "Is this a reputable organization?"
- "Is this a worthwhile way to spend my time?"
- "Can I *really* make a difference?"
- "Am I competent to do a good job?"
- "Will other people feel that I am the right person to do the job?"
- "Do I belong here?"

This is a critical period. The volunteer feels anxious and may consider backing out. With your encouragement and reassurance, he/she is likely to hang on a little longer.

Communicate with this person now. Point out that most people feel uncertain when they start volunteering.

Once this first hurdle is cleared, the volunteer has made a commitment to give the position a serious try. He/she is very curious about what the experience will be like and what he/she needs to know.

It is time to help the volunteer start to dig in. *General* training, which is not overwhelming, will offer a needed foundation upon which to build even further instruction. Providing opportunities to observe others in a similar position can be extremely beneficial.

The volunteer is ready to try to do the job. The first time is the scariest. Again,

Sue Johnson

When Sue Johnson first started volunteering with the Minnesota Office on Volunteer Services, she never dreamed that three years later she would be coordinating the entire MOVS library. During her first year, she spent most of her time typing. It soon became obvious, however, that she was capable of much more responsibility. Gradually, she was introduced to a range of library tasks.

Today, Sue is in charge of circulation of all MOVS library materials. She distributes books, handles necessary correspondence, monitors overdue notices, prepares documents for the shelves, and delegates tasks to other volunteers.

Over the past few months, Sue has bloomed. She is moving into the sharing step of the mature stage and will be supporting other volunteers as they enter the volunteer life-cycle as MOVS library volunteers.

Paula Beugen is a consultant on volunteerism to the Minnesota Office on Volunteer Services and other organizations.

he/she needs your acceptance. This is another major hurdle to be jumped. One way to help is to offer an opportunity to practice a skill before it is actually applied. Identify one key person to assist the volunteer as the need arises.

Cheer for the volunteer. Recognize his/her courage and risk-taking for trying a new task and following through on a commitment. Although the volunteer is probably feeling frustrated, knowing that he/she is genuinely needed may be enough for him/her to "stick to it." The volunteer is keenly aware that until now he/she has been receiving more than giving.

As a result of careful instruction, close monitoring, communication and on-going encouragement, the volunteer has done a reasonably good job from the very beginning. He/she is striving for excellence while accepting that imperfection is to be expected at first. Most of all, a valuable volunteer has been retained through several attempts at carrying out an important task.

Hooray for you. You have helped a volunteer move through Stage I, the Exploratory Stage.

Stage II: Developmental

In the next stage, the Developmental Stage, the volunteer really experiences a growth spurt. It is an exciting time, and the volunteer is hungry for information and specific techniques.

Jeffrey Hazlett

Jeffrey Hazlett moved very quickly from the exploratory stage to the developmental stage of the volunteer life-cycle. This past summer, Jeff began volunteering with the Minnesota Office on Volunteer Services. He is a teaching associate with the University of Minnesota Composition Department and came to MOVS to share his interests and skills as well as broaden his work experience.

Jeff's involvement with MOVS has ranged from editing resource materials to reviewing and processing library publications and creating a manual for maintaining the MOVS resource library.

Within just a few weeks, Jeff made a huge commitment. He tried and analyzed a variety of tasks and became familiar with the MOVS library system. Now Jeff is making suggestions to improve library administrative procedures and is working independently to update the library bibliography.

Jeff, too, is blooming!

There are many ways to support a volunteer during this stage. It is a perfect time for specific in-service training. The volunteer wants to know how to do an even better job and is busy analyzing and testing different ideas and approaches. You will want to reinforce accurate or positive behavior. Comment on the volunteer's strengths and show him/her ways to do things effectively. Coach the volunteer.

Feelings of satisfaction from the volunteer position usually begin to emerge now. The volunteer realizes that his/her performance constantly is improving and that he/she is a contributing member of the team. Sessions where peers in like positions get together to exchange ideas and experiences can be particularly valuable and exhilarating during Stage II. The presence of a knowledgeable facilitator or advisor is often worthwhile.

During the latter part of the Developmental Stage, the volunteer is blooming! He/she is starting to assert his/her views and observations. This is healthy. The volunteer wants to apply higher-level skills and his/her dependence is decreasing.

Now is an important time to restate and clarify the goals of the volunteer position. You may want to suggest resources that correspond to the philosophy and approach of the organization. Opportunities to interact with key leaders or staff members will reinforce the values and methods of the organization.

Sometimes the volunteer will feel undervalued or even unappreciated during Stage II. Other people may be too engrossed in their daily activities to notice the volunteer's contributions, or the volunteer may not yet have a complete understanding of the "total picture."

You can increase the volunteer's sense of belonging by communicating frequently, respecting his/her feelings and ideas, noticing progress toward established goals, and perhaps arranging for a social gathering to celebrate the volunteer's recent accomplishments.

Congratulations! Once again you have stood by a volunteer. At the same time, you have helped to assure quality services within your organization. The volunteer chooses to stay, not knowing he/she is on the verge of moving from Stage II to Stage III.

Stage III: Mature

The final stage in the volunteer life-cycle can be the most fulfilling of the three stages. At this point, the volunteer is often giving more than receiving, even though he/she receives a lot!

Barb Winikoff

Barb Winikoff began her career in Minnesota's Robbinsdale School District as a volunteer at her neighborhood school in Golden Valley, Minnesota. I met Barb several years later when she became interested in volunteering to help adults learn English as a second language—which she did very effectively for two years.

Barb wanted to test her skills in new areas. In 1979, she came to me to explore options for her development. We decided that Barb had many skills to offer and that she could grow as a volunteer by working as a volunteer administrative assistant for the Robbinsdale Area Schools Volunteers in Action program.

Barb matured as a volunteer. She built her qualifications through volunteer experience. Subsequently, she was hired to supervise the entire Volunteers in Action operation.

The mature volunteer is frequently unassuming or even modest. He/she has become comfortable in carrying out responsibilities, intuitively knowing what to do and how to do it. This is an extremely skilled person who often is unaware of the extent of his/her high-level abilities.

Sometimes a mature volunteer unconsciously feels under- or over-involved. A symptom may be an apparent loss of enthusiasm. By reflecting on the situation, you might interpret whether or not the volunteer's skills are being fully utilized.

He/she may be ready for some form of advancement within the organization. On the other hand, the organization may be becoming overly dependent on this single volunteer and, therefore, the volunteer is getting tired. A place to start is to affirm the value of the volunteer's current contributions. Recognize and communicate his/her *specific* qualities, competencies and accomplishments that have been an asset to your organization. Explore whether or not the volunteer is willing to share his/her experience with others or desires a change in responsibilities.

There are two steps in the Mature Stage. The first is the "sharing step" and the second is the "leading step." The latter is the highest step in the entire volunteer life-

LIFE-CYCLE OF A VOLUNTEER

Predominant Factors

Stage	Characteristics	Common Feelings	Needs of Volunteer	Needs of Organization	Possible Action Areas
Stage I Exploratory	Exploring Committing Trying Receiving more than giving	Curious Eager Anxious Frustrated Unsure Overwhelmed	Encouragement Instruction Communication Reassurance Acceptance Recognition	Quality Control Retention of the volunteer	Orientation General training Opportunities to observe others Regular communication Opportunities to practice ideas Identification of one key person who can give help
Stage II Developmental	Growing Testing and analyzing Blooming Asserting views and observations Decreasing dependence on others Contributing Recommitting	Excited Confident Wanting to know how to do a better job Satisfied Undervalued Wanting to learn new or higher level skills Unappreciated	Reinforcement Support resources Communication Clarification Sense of belonging Recognition	Quality control Retention of the volunteer Progress towards established goals	Frequent communication Peer support mechanism In-service training Social gatherings
Stage III Mature	Advising Leading Mentoring Unassuming Sharing Modest Giving more than receiving Recommitting	Skillful Comfortable Under or over involved Modest Unaware of the extent of his/her high-level skills	Affirmation of value Opportunities for advancement Recognition	Retention of the volunteer Utilization of skills and experience of the volunteer Development of leadership	Leadership training External training Teaching roles Advising roles Advocacy roles Career paths Public visibility

Note: *Factors will vary according to the individual and organization.*

cycle. Not everyone aspires to reach the "leading step." Some leave the volunteer community before reaching the "sharing" step.

The "sharing step" can be characterized as a time for exchanging ideas and experience with others, often in addition to continuing previous [illegible]. For example, the volunteer may be willing to offer one-to-one support to another volunteer on an informal basis. Or he/she might participate in a support session with volunteers in the Developmental Stage to offer insights.

The volunteer who [illegible] the "leading step" would take this even further. Perhaps he/she would be a mentor to another volunteer (provide long-term emotional support and practical advice that would help another volunteer achieve desired goals). Or serve as a consultant to a support group upon request. Or become the chairperson or president of a key group.

The mature volunteer is especially precious. He/she is the leader, advisor or mentor within your organization—the one you turn to consult when a problem or challenge arises.

Because you have continued to care, a volunteer has blossomed and matured; now the major task is to encourage your organization to draw upon the skills and experience of the volunteer whom you have supported. Stress the value of leadership development experiences such as participation in training sessions sponsored by other organizations. Opportunities to hold teaching, advising or advocacy positions, and new responsibilities will propel the volunteer along a career path. Create situations that stimulate public visibility for this "steadfast" volunteer who can serve as a role model for others to follow.

In the final analysis, your [illegible] is helping [illegible] volunteer [illegible] grow from strength to strength [illegible].

Volunteer Interviewer's Notebook

An eclectic guide to the effective placement of volunteers in programs.

The purpose of an interview with a prospective volunteer is to determine the suitability of the applicant for volunteering in your program and to select an assignment in which the needs of both the program and the individual are satisfied. Such an interview is essential, since the success of your entire volunteer program depends, to a large degree, on finding the right person for the right position.

Consequently, every applicant should have an interview, no matter how well s/he may be known to you. In many instances the interview serves another purpose: It becomes the first step towards orienting and training the volunteer who accepts and is acceptable to your program.

CONDUCTING THE INTERVIEW

Consider the Setting

1. Arrange the office so that there is an atmosphere of comfort, warmth, and informality. Flexibility and a choice of seating should be provided.
2. Try to ensure privacy; divide the room by using a screen if others are present.
3. Cast aside unfinished business and concentrate on the job at hand. Few people can read their mail with one eye and carry on an interview with the other.
4. Allow for at least one-half hour of uninterrupted interview time.

Are You Prepared?

1. You should have an application form which has areas covering educational and occupational experience, training, hobbies and time preferences.

2. Information should be available on all present volunteer positions (preferably in the form of detailed job descriptions).
3. In the case of volunteers who may be unsuited to your specific program, it is also handy to have information on other possible areas of community involvement.

Things to Do During

1. With a smile, a handshake and a friendly word of greeting, introduce yourself and anyone else who is present at the time (i.e., secretary).
2. Clarify the purpose of the interview (to obtain general information, discuss interests and match with volunteer position).
3. Complete the application form with the prospective volunteer, adding any additional information gathered in the interview exchange.
4. Explore such areas as:
   - What have you enjoyed most in previous volunteer assignments? What have you enjoyed least?
   - Why are you interested in doing volunteer work? What are your long-range objectives?
   - What are your personal and work goals that would be important in choosing a volunteer job?
   - What type of people are you most interested in working with (co-workers or clients)? Are there types of people you feel you would be unable to work with?
   - What do you feel would be your greatest contribution to our volunteer program?
5. Give the applicant enough time to consider your questions and answer them at his/her own pace. Do not hesitate to ask for clarification on any points that you don't understand.
6. Present your information clearly and concisely so that it is easily understood. Allow the applicant an opportunity to express any concerns about the suitability of the jobs available.
7. Encourage the prospective volunteer to develop a personal plan of action with the job available. Assist him/her in deciding what is most suitable by clarifying areas of concern and setting things in perspective (i.e., point out both the positive and negative aspects of the jobs being considered), but leave the final decision to the volunteer.
8. Anticipate future areas of confusion and prepare the prospective volunteer for these (i.e., confidentiality, flexible hours, etc.).
9. Don't extend the interview past the point of satisfaction.
10. Ask the volunteer to tell any friends who might be interested in your program to contact you. Your best form of public relations is an active, enthusiastic volunteer.
11. Express your appreciation for having had this time with the prospective volunteer. If the result of the interview is that s/he will be doing volunteer work for your organization then you would move directly into orientation.

Things to Do After

1. Take time to make notes on the interview after the interview is over. Enter the results in your filing system.
2. Don't forget the volunteer. Make sure you follow-up, and see how things work out and how the volunteer feels about the placement.

FOR THOSE MAKING REFERRALS

It might be noted that there are two types of interviews involving prospective volunteers. One is done by specific organizations and groups with the aim of presenting the prospective volunteer with the one or several volunteer opportunities offered within the organization or group. The other type of interview is similar to that done by a Volunteer Bureau where the prospective volunteer is presented with the various volunteer opportunities offered by all the organizations or groups in the community. The result is a referral to one or two of these organizations or groups.

While all of the above pointers about interviewing apply to both types of interviews, a word should be added about the referral process.

1. After identifying two or three referrals with the prospective volunteer, by reviewing job orders and matching them to his/her interests, telephone the organizations and inform them of the volunteer available. Introduce the volunteer coordinator and the volunteer over the phone, and request that they set up an appointment time and date.
2. If the organizations cannot be reached by phone, leave a message to have them call the volunteer. Give the volunteer a card with the organization's name and the person who will call. Alternatively, you could give the volunteer the name and number of the organization and have him/her phone later on.
3. Encourage the volunteer to phone you anytime problems arise regarding his/her placement.

PROBLEM SITUATIONS

You may occasionally encounter problems in the interviewing situation.

These may arise in the form of a prospective volunteer with a mental health problem, or someone who, in your judgment, is not suitable for your program due to physical limitations or lack of specific skills. In any of these cases it is essential that you not leave the volunteer without an alternative plan of action.

Be sure to have available:

- Descriptions of other volunteer programs in your area and the names of volunteer coordinators.
- General information on counselling programs, mental health teams, legal and financial services.

Although you are not setting out to solve an applicant's problems, you may find the following ideas helpful:

1. Observe any signs of disappointment or discontent. This may be a clue to the real problems or it may indicate that the interview is covering topics of embarrassment (i.e., questions regarding health or recent illness).
2. Give the prospective volunteer ample opportunity to tell his/her own story. Let him/her talk freely without interruptions if this seems important.
3. Inquire regarding the steps already taken in attempting to solve present difficulties. Determine, if possible, how much interest there is in wanting to find solutions.

4. Keep a friendly, sympathetic, and helpful attitude, but don't assume the responsibility for finding solutions to the interviewee's problems.
5. Name people or community agencies that you may see as being helpful to the volunteer.
6. Expect to meet many problems you cannot deal with alone. Share these situations with other persons who might be helpful or who are already involved with the prospective volunteer (i.e., if the volunteer has been referred by a social worker or doctor, ask the volunteer if you can contact them for further information or arrange a meeting time for the three of you to sit down and discuss volunteer opportunities in your program).
7. Yield to the specialist in areas outside of your own field; follow-up and cooperate with others.
8. If the prospective volunteer's problems are not severe and you feel he/she may be suited to another type of program, ask the prospective volunteer if you may share interview information with any other volunteer coordinator to whom you make a referral.

—From Volunteers: How to Find Them, How to Keep Them! by Mike Haines, Voluntary Action Resources Center, 1625 W. 8th Ave, Vancouver, B.C. V6J 1T9, 1977. $3.60 (U.S. money); $3.00 (Canadian). Reprinted with permission.

MORE TIPS

The More Info The Better

Before making any specific referrals, seek information along the following lines:

- Hobbies and skills in specific areas, such as sewing, dramatics, sports, might encourage a volunteer to want to teach the hobby or skill to someone else.
- Ideas about the kind of person with whom the volunteer wishes to work can be useful. Inquiries about why the volunteer wants to work with children, aged, or handicapped can provide valuable clues about interests and skills as well as personal qualities.
- Questioning about areas of need in the city which may appeal to the volunteer's interest also can be useful.
- Personality traits are important in an effective referral. The interviewer should note:
  —Ease in communicating, since this is important for volunteer positions relating to the general public.
  —Ease in relating to and working with people. This is difficult, but clues can be obtained by noting the relationship to you and anyone in the office with whom interviewee comes in contact; asking if interviewee wants to work directly with people or would rather have a desk job; observing general manner of the interviewee (Is s/he outgoing? Are there any obvious mannerisms which are annoying?); and being sensitive to derogatory comments about groups of people.
  —Attitudes: Are comments usually positive or negative? Is there evidence of real interest in and enthusiasm for a volunteer assignment?
  —Emotional reactions, especially when discussing jobs that involve sensitive areas. For example, working with emotionally disturbed youngsters or adults

requires a calm, stable personality.

- "Other activities" are important because they yield information about the person's interests. Many people belong to clubs or other organizations that could possibly be called upon to do a special group project. It is best not to mention this to the person being interviewed, since some will feel that they are committing their group or club. Instead, merely ask the person being interviewed if s/he belongs to any neighborhood associations, business clubs, lodges, etc.

—From "Guidelines for Interviewers," New York City Voluntary Action Corp., 61 Chambers St., New York, NY 10007. $1.00. Reprinted with permission.

Open (Not Closed) Questions

Use questions and positive listening to get the volunteer to tell his/her story. Ask questions to show interest. It is important to bring out facts or to get the reactions you need, and also to keep the interview on the beam. When using questions, state them clearly so the volunteer will understand the information you want. Avoid questions that can be answered by "yes" or "no." Instead, begin questions with "who," "what," "why," "where," "how." This type of question can help you evaluate by showing attitudes, judgments and reactions.

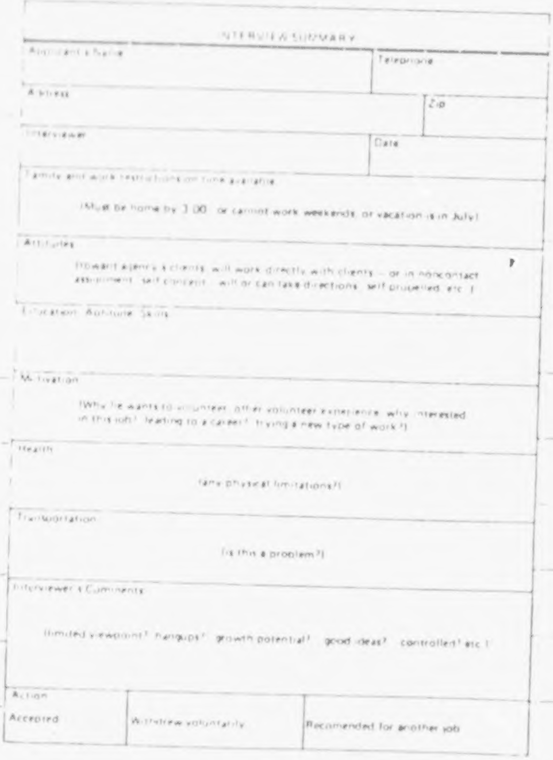
Ignore Your Impressions

Consider each fact about the volunteer in relation to all others. Avoid basing evaluation on impressions.

- Consider the volunteer's SKAPATI —Skills, Knowledge, Ability, Physical status, Aptitudes, Traits, Interest.
- Note mental reaction time and organization of answers to questions.
- Note the volunteer's evaluation of her/himself, what s/he thinks s/he can and cannot do well.
- Note quality of self-prepared application form, handwriting, following of instructions, clerical ability.

Remember, you are not just filling a spot, but matching a person and a job in the best interests of both.

—From "How To" Book for Volunteer Trainers, Los Angeles Voluntary Action Center, 621 South Virgil Avenue, Los Angeles, CA 90005, 1976. $4.00. Reprinted with permission.



INTERVIEW SUMMARY

Applicant's Name
Telephone
Address
Zip
Interviewer
Date
Family and work restrictions on time available
(Must be home by 3:00 - or cannot work weekends, or vacation is in July)
Attitudes
(Toward agency's clients, will work directly with clients — or in noncontact assignment, self concept ... will or can take directions, self propelled, etc.)
Education, Aptitude, Skills
Motivation
(Why he wants to volunteer, other volunteer experience, why interested in this job? leading to a career? trying a new type of work?)
Health
(any physical limitations?)
Transportation
(is this a problem?)
Interviewer's Comments
(limited viewpoint? hangups? growth potential? good ideas? controlled? etc.)
Action
Accepted
Withdrew voluntarily
Recomended for another job

—From Step by Step: Management of the Volunteer Program in Agencies by Marie MacBride, Volunteer Bureau of Bergen County, 389 Main St., Hackensack, NJ 07601, 1979. $4.00. Reprinted with permission.

NON-DIRECTIVE INTERVIEWING SUGGESTIONS

1. What have you enjoyed most in previous volunteer assignments? What have you enjoyed least? (ATTITUDES)

2. What kind of people do you work with best as co-workers? What kinds of people are you most interested in as clients and why? Are there types of people you feel you would be unable to work with? (INTERPERSONAL RELATIONS)

3. What would you consider to be the ideal volunteer job for you? (MOTIVATION AND VALUES)

4. What things have you done that have given you greatest satisfaction? (MOTIVATION AND VALUES)

5. Why are you interested in doing volunteer work? What are your long-range objectives? (MOTIVATION)

6. What do you like to do in your leisure time? (VALUES)

7. What is your "energy" or "activity level" and how would you describe your work habits? (WORK HABITS)

8. Thinking back, what are the most significant decisions you have made in your life and how do you feel about them? (DECISION MAKING)

9. What mades you really angry - on the job or at home - and how do you deal with this anger? (EMOTIONAL STABILITY)

10. Tell me about your family. (EMOTIONAL STABILITY)

11. What has been the biggest disappointment in your life? (EMOTIONAL STABILITY)

12. Describe your temperament. What do you like best about yourself? If you could, what would you improve? (EMOTIONAL STABILITY)

13. What opportunities have you had to know people of another race or background? (ATTITUDES)

14. If you were in a situation where you had just made numerous personal arrangements to be free to do your volunteer work and when you arrived something which seemed preventable had happened and you weren't needed, how would you feel? What would you do? (ATTITUDES)

15. What would be the most likely reason for your having to give up volunteer work or to change assignments? (COMMITMENT AND STABILITY)

15. What are some of the things that provide the most challenge for you? (MOTIVATION AND VALUES)

17. How is it easiest for you to learn? Do you enjoy taking classes, reading, TV, talking to people? (WORK HABITS)

18. How do you react when you have six things to do at once? (DECISION MAKING)

19. What do you look for in new friends and acquaintances? (EMOTIONAL STABILITY)

20. What are some of the reasons you decided to apply for volunteer work? (COMMITMENT AND MOTIVATION)

SOURCES: VOLUNTEER: The National Center for Citizen Involvement, Boulder, Colorado
Governor's Office of Volunteer Services, St. Paul, MN.

SAMPLE

VOLUNTEER APPLICATION

Name ____________________

Address ____________________

Phone number(s) day ____________ evening ____________

In case of Emergency: NAME ____________ Phone ________

Current/past paid employment

Current/past volunteer duties

Community/Church activities

Interests, hobbies, special skills

Approximate number hours/week wanting to work ____________

Day/times best to work ____________________

Length of commitment (3 mos., 6 mos., 1 year, 2 weeks, etc.) ____________

What type volunteer job would you like more information about/appeals to you?
(Check options interested in.)

_____ ESL individual tutor
_____ Math Tutor
_____ Typing
_____ Training
_____ Record Keeping
_____ Basic Reading Individual tutor
_____ Reading group help
_____ Special Projects
_____ Other

How did you hear about this program:

_____ Friend
_____ T.V.
_____ Poster
_____ Radio
_____ Newspaper
_____ Church bulletin
_____ Other

I would like to volunteer in an educational situation because . . .

Minnesota Literacy
Council, Inc.

SOME BASIC CRITERIA FOR DEVELOPING VOLUNTEER POSITIONS

1. Is this a real job? Can its usefulness be made clear and concrete to the volunteer?
2. Can this job be done satisfactorily on a part-time basis?
3. Will time required for training and for support be in proportion to the volunteer time needed in actual service?
4. Can essential supportive staff work be provided?
5. Can staff work adjustments be made or "back-stops" be built in if the volunteer's other priorities make this necessary?
6. Does the job consider the varied interests and skills volunteer may bring and the value of his community relationships?
7. Are there possiblities for volunteer satisfaction in doing this job?
8. Is it probable that the kind and/or number of volunteers required for this job can be recruited?
9. Can you imagine a person's really wanting to do this job?

VOLUNTEER

JOB DESCRIPTION

JOB TITLE: BE SPECIFIC.. THIS LENDS DIGNITY TO THE JOB-- THE VOLUNTEER WILL TELL OTHERS ABOUT THE POSITION OF VOLUNTEER THERAPIST OR VOLUNTEER COUNSELOR THAT THEY HOLD AT YOUR AGENCY. THE BEST RECRUITER OF VOLUNTEERS FOR YOUR PROGRAM IS A SATISFIED VOLUNTEER.

PURPOSE: THE SPECIFIC OBJECTIVES FOR THE OVERALL PROGRAM AND HOW THIS VOLUNTEER POSITION FITS IN.

DUTIES AND RESPONSIBILITIES: LIST THEM, THE DUTIES THAT WILL BE INVOLVED AND ANY PERSONAL CHARACTERISTICS EXPECTED AND ANY SPECIFIC RESPONSIBILITIES, I.E. CONFIDENTIALLY.

SUPERVISOR: WHO WILL THE VOLUNTEER REPORT TO, THE TITLE OR POSITION, NOT NECESSARY TO HAVE THE NAME. BUT, MAKE SURE THAT PERSON KNOWS THEY ARE THE SUPERVISOR, BEFORE THE DAY THE VOLUNTEER STARTS.

TIME REQUIREMENTS: ON THE JOB: IS IT TO BE ONCE A WEEK, ONCE A MONTH, NUMBER OF HOURS EACH TIME THEY COME AND THE DURATION OF THE VOLUNTEER POSTION (ONGOING, ONE TIME ONLY)

BASIC REQUIREMENTS: LIST THE SKILLS NEEDED. IF ITS A SECRETARIAL POSITION AND A CERTAIN TYPING SPEED IS DESIRED-- STATE IT.

ORIENTATION PROCEDURE: WHERE AND WHEN

EXAMPLE:

JOB DESCRIPTION
BOARD OF DIRECTORS

Purpose: To keep over-all objectives of the program clearly in focus and satisfy itself that goals of the committees and responsible personnel are in harmony with these broad objectives.

Responsibilities:

1. Select the Executive Director and accept obligation of working effectively with the executive and through him, with the staff and volunteer staff.
2. Establish such broad policies governing the program as may be necessary to cover continuing or recurrent situations in which uniformity of action is desirable.
3. Use special knowledge and contacts of individual members in the improvement of the program.
4. Assure itself that the agency is effectively integrated with its environment and with other organizations and public to which it is related.
5. Accept responsibility for securing adequate financial resources.
6. Assure itself that its basic legal and moral responsibilities are fulfilled.
7. Develop and abide by rules and procedures as to how its structure and operations are to be organized.
8. Give to the program the full support, prestige and leadership of the board itself and of its individual members.
9. Do everything in its power to keep its own membership able, broadly representative and active.
10. Appraise the program quarterly to assure itself that the objectives are being achieved; if they are not, then either the objectives themselves or the means of achieving them must be revised.

Designated Meetings: 2nd Tuesday of January, April, July and October as stated in By-Laws to be held at the organization's offices at 12 noon.

From: Adult Literacy Program Handbook
U.S. Department of Health,
Education, and Welfare

EXAMPLE:

JOB DESCRIPTION

Title: President

sponsible to: The Board of Directors

Two-year term of office or until a successor is elected. To be elected by the membership at the annual meeting or by the Board of Directors at their annual meeting. Definition of terms of office to be found in the By-Laws.

The President must be familiar with all aspects of the program and the volunteer membership; have ability to delegate responsibility; knowledge of parliamentary procedure and the By-laws of the project; ability to be nonpartisan; ability to encourage volunteer participation in all aspects of the program.

Responsibilities:

I. To work jointly with the Executive Director to:
  - A. Assure the implementation of policies and programs.
  - B. Keep the Board of Directors, Executive Committee and all Standing Committees informed of all essential matters of operation.
  - C. Recommend the best qualified persons for specific assignments.
  - D. Develop Board and committee leadership and orientation.
  - E. Act as the official representative of the Program to outside persons, guests, or other organized bodies, or designate another person with special expertise to represent the Program.
  - F. Be aware of monies available to the Program, investigate relevance to programming, and report to Board of Directors for their consideration as to further investigation for funds.
  - G. Prepare necessary documents for negotiation with funding agencies and submit to Board of Directors for their approval.
  - H. Prepare the annual report.
  - I. Keep informed of other State and national literacy programs and share information with other members.

II. Separate duties:
  - A. Call regular meetings as set by the By-Laws and established policy.
    1. The Annual Meeting—as set by the By-Laws for the fourth Wednesday in April.
    2. The Board of Directors—meeting quarterly on the second Tuesday of January, April, July and October.
    3. The Executive Committee—meeting monthly on the second Wednesday.
    4. In-Service meetings as suggested by the Executive Director, Executive Committee and volunteer tutors.
    5. Special meetings as provided for by the By-Laws.
  - B. Prepare meeting agendas and arrange for the mailing of them prior to meetings of the Board of Directors and Executive Committee.
  - C. Administrate the efforts of the Executive Committee.
  - D. Establish authority and responsibility in the position of the Executive Director within the perimeters set by the Board of Directors.
  - E. Be sure that the Executive Director, members of the Executive Committee and committee chairmen carry out their responsibilities to provide adequate reports and statistical information as have been specified by the Board of Directors.
  - F. Present the annual report for the membership at the Annual Meeting.
  - G. Sign all acts or orders when necessary or delegate upon the approval of the Board of Directors the power of attorney.
  - H. Fill vacancies on committees in consultation with the Executive Director.
  - I. Receive constructive criticism of the Executive Director or staff and convey those suggestions to the Executive Director or refer to the Personnel Committee and vice versa.
  - J. Participate in advanced training workshops, conferences, or conventions offered by the program, State or national affiliations.

JOB DESCRIPTIONS

Standing Committees

General:

All committees will be appointed by the President to serve a two-year term (with the exception of the Nominating Committee which is elected by the membership at the Annual Meeting).

The President and Executive Director will serve as ex-officio members of all Committees except the Nominating Committee.

Responsibilities:

1. The initial responsibility of the Standing Committees is to review their duties and to plan means of fulfilling these duties.
2. To initiate Committee goals, time lines, and means of evaluating progress.
3. To prepare and submit an annual budget to the Finance Committee for approval.
4. To select a secretary to take minutes, record actions or recommendations made to the Board of Directors, and to prepare an Annual Report.

Nominating Committee

Responsibilities:

1. To seek persons with talent for organization, personnel, financing, promotion, service while keeping in mind the needs of the organization, geographical location, age groupings, sex, professionalism, and those with altruistic purpose.
2. To outline the responsibilities of the particular office to those asking to serve.
3. To present a slate of Board of Director members, officers, and future nominating committee members to the Annual Meeting for election by the membership.
4. To present slate of five for Nominating Committee.

By-Laws Committee

Responsibilities:

1. To review the By-Laws every two years or more often, as necessary, to be sure they are consistent with the Articles of Incorporation of the agency and that they conform to the laws of the State.
2. To be sure that the By-Laws are workable and are being practiced by the organization.
3. To convene at the request of the Executive Committee or Board of Directors when a major need arises for the study and formulation of recommendations for amending the By-Laws. To present these recommendations to the Board of Directors.
4. To become familiar with the established parliamentary procedure and to serve as resource personnel for meeting protocol at the request of the chair.

Personnel Committee

Responsibilities:

1. To interview applicants to fill the position of Executive Director and to make recommendations on the candidate to the Board of Directors.
2. To study salary ranges, increases, fringe benefits, vacation schedules and make recommendations to the Board of Directors.
3. To consult with the Executive Director with regards to the following: a) interpretation of organization policies regarding the filling of other staff positions. b) assessment of the work loads when considering vacations and closing of the office on holidays. (The Executive Director has the responsibility to hire, dismiss, and promote his staff.)
4. To draw up letters of employment agreement between the organization and staff personnel.
5. To make provision for systematic Board evaluation of the performance of the Executive Director.
6. To mediate in serious disagreement between the Executive Director, Staff, President, and other Board Members.

Public Relations and Promotion

Responsibilities:

1. To further public understanding of the policies and objectives of the organization.
2. To provide the Board and staff with an understanding of local public opinion in order to help improve the functions of the organization in the community.
3. To develop a quality public information program, to include:
    a. month-to-month plans,
    b. long-range plans,
    c. evaluation techniques for measuring the effectiveness of the public relations program,
    d. Basic approaches to include:
        1) materials for distribution,
           posters and signs,
           brochures and fliers,
           bookmarks,
        2) newsletter,
        3) community media—newspaper, radio, T.V.,
        4) exhibits,
        5) Speaker's Bureau.
4. Work cooperatively with other committees in setting up and designing fair displays. Appoint booth demonstrators, contact fair personnel, etc.

Finance Committee

Responsibilities:

1. To establish an annual operating budget and to submit it to the Board of Directors for approval.
2. To review monthly operations of the agency and report to the Board of Directors.
3. To consider budget adjustments and make recommendations to the Board of Directors for approval of line item changes.
4. To prepare and present to the Board of Directors an annual audited statement.
5. To advise Committee chairmen of allocation within annual budget as based upon their projected needs.
6. To review and consider budgets as submitted by Committee chairpersons.

Program Development

Responsibilities:

1. To work cooperatively with the Executive Director in initiating and carrying out the functions of tutor/student recruitment, tutor training, placement and supportive services.

2. To assist the Executive Director in evaluating the progress of the program.
3. To develop methods for recognition of volunteer and student achievements.
4. To cooperatively plan the In-Service programs with the Executive Director.
5. To assess student needs as they are expressed and to consider these needs in reviewing the curriculum.
6. To review tutor training techniques periodically and make provisions for updating them such as the following:
    a. introduction of new materials
    b. provisions of supportive services, i.e., field trips, specific task training packets.
7. To work cooperatively with the Executive Director in projecting a timeline and goals for the fiscal year,
    a. establish priorities, i.e. outreach
    b. setting workshop dates and times,
    c. establishment of training teams,
    d. projecting needs for numbers of tutors, ESOL, and writers.

EXAMPLE:

JOB DESCRIPTION

Title: Board Secretary

Purpose: To record accurate notes of whatever Program business is transacted, and from these notes prepare minutes, which are the official records of the organization.

Place of Work: Meetings as designated by the President and Board of Directors.

Hours: As necessary.

Duties:

1. Keep careful and authentic records of proceedings.
2. Take notes so that the exact wording of a motion or motions pending may be furnished during the meeting.
3. Search minutes for information which may be requested by officers or members.
4. Prepare roll of members and call it when necessary.
5. Call meeting to order in absence of presiding officers.
6. Preserve all records, reports and documents of the organization except those specifically assigned to custody of others.
7. Provide the president or chairman at beginning of each meeting with a detailed order of business, including list of unfinished business, of committees which are to report, and of announcements.
8. Provide chairman of each committee with list of members of his committee and with all papers called and instructions intended.
9. Read all papers called for membership.
10. Authenticate all records by his own signature.
11. Have available at all meetings copies of constitution, by-laws, and/or standing rules of the organization, together with a list of all standing and special committees.
12. Carry on official correspondence of organization and keep file of it if there is no corresponding secretary.
13. Read necessary correspondence at meetings, reading signature first before contents of letter.

Duration of Job: Two years.

Volunteer Qualifications: Ability to be reliable, factual and concise. Able to write minutes to include only business transacted, not discussion, personal views, opinions or comments.

Orientation and Training: By the Board of Directors, By-Laws, Roberts Rules of Order.

Responsible to: Board of Directors

EXAMPLE:

JOB DESCRIPTION

Title: Placement Chairman

Purpose: To thoughtfully and meaningfully place trained volunteer tutors with participants for the most productive student/tutor teams.

Place of Work: At home and at the project office as necessary.

Hours: As necessary.

1. Keep a loose-leaf notebook with the following information:
    a. Name, address and phone number of student and tutor
    b. Age
    c. Highest grade completed; where attended school.
    d. Where employed and working hours.
    e. When available for lessons.
    f. Transportation needs.
    g. Where convenient to meet for lessons.
    h. Referred by:
    i. Any physical problems mentioned.
    j. Preference for a male or female—tutor or student.
    k. Any goals or interests mentioned.
    l. Any additional information that might be helpful to the tutor.
    m. ESOL students—is English spoken in the home—what education attainment in former country.
    n. If any testing conducted to evaluate reading level—possibly from a social worker.
2. Prepare a *Student Data Sheet* to include date tutoring started and tutor's name, etc., and place in active student file.
3. Contact a tutor you believe will be the best for the student in question and inform him that the student should immediately be contacted by phone or in person.
4. Provide the tutor with a *Student Progress Report* which will be the start of the tutor's recordkeeping responsibilities. Include other forms and instructions for use.
5. Check within 10 days on whether or not the assignment is working out. If not, investigate, and possibly make another assignment.
6. Work closely with the Field Coordinator concerning new tutors and students who have been recruited.
7. Help in the development of new recruitment techniques.
8. Prepare a student file folder to be kept at the office for each student, to include the following:
    a. student referral information,
    b. tutoring and attendance calendars as they come in,
    c. student check-up reports,
    d. any diagnostic information and prescriptive techniques suggested,
    e. Skill Book Diploma stubs,
    f. any other relevant information.
9. If a student was referred by an agency or a school, a Student Referral Form is completed and a copy sent to the agency or school to inform them of what has transpired with the student.
10. Assign a tutor advisor and give this information and instructions for reporting to the tutor.
11. Contact the Tutor Advisor and give information about the tutor and student "match."
12. Send copy of the *Tutor Data Sheet* to the Tutor Advisor.
13. If tutoring must be interrupted for any more than a two week period, be prepared to make a temporary assignment.
14. At the termination of a student/tutor assignment, record all of the pertinent information of the Student Data card.
15. Attend last session of each workshop to explain placement, etc.
16. Be prepared to give more information about the program.

Duration of Job: Two years

Volunteer Qualifications: Must have an understanding and compassionate interest in others. Knowledge of recordkeeping and form development. Time to spend telephoning for initial contacts and follow-up. Ability to work cooperatively with Field Director and assistant and communicate on a regular basis through telephone and personal contact.

Responsible to: Program Development Chairman

EXAMPLE:

JOB DESCRIPTION

Type of Work: Tutor Advisors

Purpose: To act as a personal contact between the tutor and the Placement Chairman.

Place of Work: As convenient.

Hours: As necessary.

Duties:

1. Be a contact person for the 6-10 tutors assigned to tutor advisor.
2. Keep up-to-date personal records (names, addresses, phone, background, students assigned, etc.) on the tutors assigned.
   a. note student's name,
   b. date assigned,
   c. place and time of teaching,
   put on record sheet; adding other information as needed.
3. Make initial phone call to tutor as soon as assignment is made, introduce self and give telephone number and offer of help to tutor.
4. Make quarterly calls to tutors.
5. Check progress of student and tutor.
6. Be encouraging, or just a sounding board, for the tutor's experiences.
7. Report program and in-service training needs to office.
8. Report any change of status of tutor or student to Placement Chairman immediately.
9. Send in final report to office including reason for termination.
10. Notify the Placement Chairman if any tutor can and will take a second student.
11. Send in monthly tutoring and attendance calendars promptly to office.

Duration of Job: A minimum of two years.

Volunteer Qualifications: The same as for Volunteer Tutors.

Orientation and Training: In-Service held under the direction of the Placement Chairman. Must be a certified tutor.

Responsible to: Placement Chairman

EXAMPLE:

JOB DESCRIPTION

Title: Staff Secretary

Purpose: To handle office functions in an orderly and efficient manner

Place of work: Project offices

Hours: 8 a.m. – 5 p.m.

Duties:

1. Route mail
2. Keep calendar of events and reports
3. Update bulletin board, maps, etc.
4. Keep track of petty cash, book sale money, etc.
5. Answer phones and relay messages
6. Phoning as necessary
7. Typing: mailing lists, labels, correspondence, reports, etc.
8. Maintain office and supply closet
9. Inventory books and supplies for the program
10. Order necessary supplies for office and duplicating needs
11. Operate mimeograph and photocopier
12. Maintain files
13. Prepare CETA reimbursement forms monthly
14. Prepare purchase orders and check in incoming materials and inventory
15. Keep updated file of members
16. Assist with interviewing as necessary
17. Assist with bookkeeping, as needed
18. The following are to be cleared through the Executive Director and placed on the monthly work calendar:
    - a. For *President:* correspondence, set up meetings and gather information; type; mail agenda
    - b. For *Student-Tutor Coordinator:* maintain tutor-student files; update tutor advisor lists; mail calendars
    - c. For *Speakers Bureau Chairman:* Type new copy of script when needed
    - d. For *Director of Tutor Training:* keep records of various workshops; keep lists of prospective tutors; correspondence; telephone work regarding workshops
    - e. For *Librarian:* card and record new books, keep inventory of existing libraries
    - f. For *Newsletter editor(s):* prepare stencils from dummy; artwork; mimeo, label and mail newsletters
    - g. For *Recruitment Chairman:* keep list of prospective students and tutors; correspondence and recordkeeping; record sales of recruitment kits
    - h. For *Secretary:* type stencils of minutes and duplicate; mail same to members; keep mailing list updated, addresses current
    - i. For *Writers' Group Co-Chairmen:* assist in duplicating new materials as needed, organize mailings, record sales
    - j. For *Executive Director:* Correspondence and various office functions as necessary
    - k. For *Field Coordinator:* Correspondence and various office functions as necessary

Qualifications: Must be able to type and run office equipment such as typewriter, xerox, mimeograph. Filing skills essential, some bookkeeping; pleasant and cooperative attitude; must enjoy working with and meeting people; neat and accurate.

Orientation and Training: On the job. Must be willing to take Basic Workshop Training for tutoring and take a student.

Responsible to: Executive Director

EXAMPLE:

JOB DESCRIPTION

Title: **Field Coordinator**

Purpose: To seek out and enroll functionally illiterate youth and adults for reading instruction. To seek out and enroll volunteer tutors for the purposes of providing one-to-one reading instruction to functionally illiterate youth and adults. To work with the Executive Director in the establishment of Satellite reading centers.

Place of work: Program office and within the city and county while making calls.

Hours: As designated and as needed during the evenings and weekends

Responsibilities

1. Become familiar with the programs and personnel of social service agencies and refer participants to other agencies when appropriate (for example, Department of Social Services, CAP, etc.)
2. Develop contacts with the agencies, business and industry to solicit referrals to the literacy program.
3. Make follow-up calls on all prospects referred to the council.
4. Make calls on former participants who did not complete reading education, determine reasons and attempt to recruit them back into the program.
    a. systematically investigate reasons for student attrition and ways to combat it
    b. develop survey forms for interviewing 1) tutors, 2) students
    c. enlist the support of a student attrition committee (utilizing the two Board of Directors representatives and others with leadership potential) to study reasons for student attrition and attitudes of failure
    d. on the basis of data collected, experience and participant input, the recruiter will develop recommendations which may include improved tutor techniques, and/or additional program services (transportation, babysitting, counseling, or other), and/or additional or improved teaching materials
    e. compile data on reasons for participant dropouts from:
        1) interviews with participants
        2) existing information on prospective participants
        3) recruitment techniques tried
    f. as an ongoing process, the recruiter will make contact with active participants (or enlist others to do so) to see that there are not problems threatening learning situations. This will be done in cooperation with the tutor advisors. (Employ participants on home visit teams when possible.)
5. Maintain complete records of:
    a. calls made
    b. information on prospective students and tutors
    c. recruitment techniques tried
    d. other data as requested and/or necessary
6. Study recruitment techniques and periodically evaluate methods being used. Make appropriate recommendations for change.
7. Work with Executive Director to develop satellite programs where the need exists.

    Construct and implement needs assessment where necessary.
8. Obtain signed satellite agreements sponsoring satellites (locations/coordinators).
9. Make arrangements with satellites for workshop dates and facilities. Consult with Director of Tutor Training to clear dates, etc.
10. Call prospective tutors in advance of workshops and set up appointments for interviews and collection of workshop fees.
11. Supervise participant recruitment efforts at each satellite.
12. Attend recruitment workshops or enroll in recruitment course.
13. Give audiovisual presentations and talks when needed.
14. Cooperate with the audiovisual (speaker's bureau) chairman in developing presentations, scripts, etc.
15. Work with public relations committee on development of and preparations for display booth(s) for shopping malls and other public demonstrations.
16. Write informative monthly article for newsletter.
17. Provide written reports as requested by Executive Director.
18. Work cooperatively with Executive Director and appropriate committee chairpersons in devising, implementing and evaluating timelines for:.
    a. satellites
    b. workshops
    c. agency contacts
    d. publicity and public relations

Orientation and training: College degree preferred with courses and experience in reading or statistics or adult basic education. Must be sensitive and sympathetic to problems of disadvantaged and/or undereducated adults. Must be able to relate to the adults in the program effectively. Have a basic understanding of data collecting and analysis techniques. Have transportation and willingness to drive 100–150 miles weekly.

Orientation: On-the-job under the guidance of the Executive Director

Responsible to: Executive Director

A JOB DESCRIPTION FOR A VOLUNTEER TUTOR

TYPE OF WORK: Volunteer Reading Tutor

PURPOSE: To help an adult sixteen years of age or older to learn to read and widen his horizons through a one-to-one relationship, emphasizing personal attention.

TRAINING: A basic 12-hour workshop.

PLACE OF WORK: Tutoring will occur in a learning center, an ABE class or in some instances in a neutral place in the community such as a church or library.

HOURS: After the 12-hour tutor training workshop, the volunteer reading tutor and student should meet twice a week for 1-1/2 hours each time. Lessons should be separated by at least one day.

DURATION OF JOB: Minimum of nine months.

DUTIES: After the 12-hour workshop, the following is expected:

1. You should provide encouragement and support as a friend by:
   - a. Helping your student develop positive self- concept and self-worth by complimenting him on his thinking, lesson, and even his appearance.
   - b. Showing acceptance of student by listening to what he has to say and demonstrating personal concern.
   - c. Helping student develop positive attitude toward learning by giving him learning tasks he is able to perform and by telling him that he has performed well.
   - d. Encouraging student to continue responding to difficult materials by being supportive rather than critical of his mistakes.
   - e. Understanding reasons why student is having trouble learning to read.
   - f. Meeting regularly and punctually.
   - g. Being well prepared for each lesson.

2. Give student lessons designed just for him alone.

3. Review with student the work he has done independently.

4. Report to coordinator or volunteer placement chairman regularly on student progress and any change in class schedule.

5. Keep record of student's progress.

VOLUNTEER QUALIFICATIONS: Dependable and prompt, interested in others and able to relate to them, compatible to their needs, respectful of confidentiality, literate (professional training unnecessary), flexible, friendly, patient, and optimistic. Sense of humor is helpful.

FRINGE BENEFITS: Heightened perception of the world around you, deepened understanding of values and lifestyles different from your own, and broadened imagination for creative problem-solving.

LLA 1/84

JOB DESCRIPTION

TITLE: Office Volunteer - Literacy Council of
PURPOSE: To handle office functions in an orderly and efficient manner
PLACE OF WORK: Council Office
HOURS: 10 - 4 (or 3-hr. morning or afternoon)

DUTIES

1. Keep log of all calls.
2. Take messages from recorder and process.
3. Open mail and process.
4. Answer phones and process messages.
5. Phoning as necessary.
6. Typing; mailing lists, labels, correspondence, reports, etc.
7. Keep calendar of events and reports.
8. Keep track of petty cash, book sale money, etc.
9. Maintain office and supply closet.
10. Order necessary supplies for office and duplicating needs.
11. Maintain files.
12. Check in incoming materials and inventory.
13. Keep updated file of members.
14. Update bulletin board, maps, etc.
15. Assist with interviewing as necessary.
16. Keep clipping file on publicity both local and national.
17. The following are to be cleared through the Council President and placed on the monthly work calendar:
    a. For President: correspondence, set up meetings and gather information; type; mail agenda.
    b. For Student-Tutor Coordinator: maintain tutor-student files; update tutor coordinator lists; mail calendars.
    c. For Speakers Bureau Chairman: Type new copy of script when needed.
    d. For Director of Tutor Training: keep records of various workshops; keep lists of prospective tutors; correspondence; telephone work regarding workshops.
    e. For Recruitment Chairman: keep list of prospective students and tutors; correspondence and record keeping.
    f. For Newletter editor(s): prepare labels, label, sort, mail newsleters.
    g. For Librarian: card and record new books, keep inventory of existing books.
    h. For Secretary: type stencils of minutes and duplicate; mail same to members; keep mailing list updated, addresses current.

QUALIFICATIONS

Must be able to type and run office equipment such as a typewriter, xerox, mimeograph. Filing skills essential, some bookkeeping; pleasant and cooperative attitude; must enjoy working with and meeting people; neat and accurate.

ORIENTATION AND TRAINING:

On the job. Must be willing to take Basic Workshop Training. Willing to study history of council, information on illiteracy, and history of LLA.

RESPONSIBLE TO: Council President

LLA

JOB TITLE -- Volunteer Public Relations Specialist

GENERAL DESCRIPTION: Under the supervision of the Project Director, the Public Communications Specialist will lead a team of volunteers in promoting public awareness of illiteracy and securing community participating and support of the Council's adult literacy programs. Key audiences include adult nonreaders, potential volunteers, and community agencies, as well as the general public.

SALARY: Expenses only.

HOURS: 10 hours per week, minimum. Flexible schedule.

DURATION: One year (renewable) commitment necessary.

DUTIES:

1. Maintain existing communications program, including submission of 6 press releases, placement of radio and TV PSAs, and announcements of scheduled activities.
2. Revise and locate in-kind resources for reprinting brochures, annual report and flyers.
3. Edit monthly newsletter (in-house).
4. Organize and implement three mini-campaigns/exhibits designed to recruit volunteers.
5. Organize student/volunteer recognition program.
6. Respond to speaking invitations.
7. Manage communications budget of $800.00.
8. Evaluate results of existing communication program, research alternative recruitment/communication tools, and recommend approach to meeting identified communications needs.

QUALIFICATIONS: Enthusiastic and personable, able to organize volunteer resources to meet council objectives. Demonstrated writing skills and ability to meet deadlines.

BENEFITS: Training includes two-day, intensive orientation to Council program, and tuition for public relations seminar. On-the-job training and related reading will provide the Specialist with knowledge of basic public communication procedures. Periodic performance evaluations with letters or recommendations are provided, as appropriate.

CONTACT: For interview appointment

From Glenwood Literacy Council

TUTOR STUDENT COORDINATOR - JOB DESCRIPTION
(BASIC & ESOL)

QUALIFICATIONS: Available to be "on front line of action at all times"
Available by telephone
Works well with others and encourages others

I. PROCESS STUDENT/TUTOR:
  A. As soon as you receive name of student, phone him/her and get acquainted. Assure him/her we want to help and ask to meet that student in person (if the office has not already done so).
  B. Contact a tutor whom you think best suited for the student. Assist the student/tutor in getting started, and help find a meeting place.
    1. Assist with appropriate materials (student needs) and help with any teaching/learning problems.
    2. Make follow-up contacts after student is assigned to determine whether instruction has begun successfully.
  C. Maintain a file of past tutors for possible future assistance in tutoring.
  D. Continually locate and assign tutors for applicant students.

(Parts A & B above are the most important in your work for literacy.) We must get the student/tutor relationship going as soon as possible.)

II. REPORTING-RECORD KEEPING:
  A. Phone the office weekly and give report of new students who have been assigned a tutor and current number on waiting list. This helps the office to maintain an accurate and up to date report of the Literacy Council. The office will also inform you at this time of any new students received and data sheets being forwarded to you by mail.
  B. Collect calendars and progress reports from tutors and forward to Co-Chairmen quarterly, also forwarding a copy to the Council Office for record keeping.
    1. Maintain a file for each tutor that contains that tutor's calendars (time spent tutoring, preparation & travel) and any correspondence from and to the tutor.
    2. Prepare quarterly reports for council records that consist of special time-record form, a list of present tutors and their student/students, and a list of tutors and students dropping from the program with a note of explanation for the reason.

III. WORKSHOPS:
  A. Attend workshops of your area to assist the instructor, meet new tutors, explain procedures and assign students.
  B. Arrange for extra assistance at workshops - tutor monitors and students to practice dialogues where appropriate.
  C. Fill out Tutor Certificates and stubs at last workshop session. Have Tutor Trainer sign and have ready for Post Workshop.
  D. Plan and oversee the Post Workshop for your newly trained tutors.
  E. Constantly evaluate workshops and follow-up procedures for revision as necessary.
  F. Keep one copy of Tutor Data Sheet on file with tutor's records.

Attend Executive Meetings - making necessary reports
Attend Quarterly Meetings - meet tutors and give lots of encouragement.

Phone Office Manager when you need help in calling students, tutors, etc.

JOB DESCRIPTION - NEWSLETTER OFFICER

The duties of the Newsletter Officer shall include but are not limited to:

1. Coordinates activities with Vice President Administration.
2. Writes, duplicates, and distributes a newsletter to broaden communications among centers and tutors. Mails a copy to California Literacy, Southwest Region, and NALA.
3. Obtains news from President, Officers, Center Directors, tutors, and students.
4. Publishes upcoming events, gives recognition for service and shares any special news item.
5. Works with publicity and public relations officers by requesting copies of news releases and information. Provides these persons with additional newsletters for mailing to persons or groups if they wish.
6. Newsletter shall be published quarterly or at the discretion of the Chairman in coordination with the Board.
7. Establishes a committee if desired to funnel information from various centers. Informs Vice President Administration of committee meetings.
8. Maintains a copy of each newsletter to be given to incoming chairman.

JOB TITLE -- Executive Director

PURPOSE: To be responsible for the management and direction of the Literacy Council by assuring that the purposes of the organization and the policies of the governing Board of Directors are executed.

RESPONSIBLE TO: Works under the general direction of the Board of Directors through the Executive Committee with broad latitude for initiative within the framework of the determined purposes and policies.

SPECIAL SKILLS & KNOWLEDGE: Must have demonstrated management/organizational skills. Should have basic office skills (filing, typing, use of office machines) to be able to direct volunteers in these areas when the need arises. Have good command of written and spoken English and be able to speak effectively before large and small groups. Must be in good health and able to do some traveling. Should have skill in developing talents and abilities of volunteer workers and nonreading students. Have some experiene in grant writing.

DUTIES & RESPONSIBILITIES:

A. To act as guide and resource person for the in-house committees and the Board in planning, implementing, and evaluating programs.

   1. Attend all individual committee meetings as scheduled, and be liaison among the committees.
   2. Meet with each chairperson on a regular basis.
   3. Help determine measurable goals and help set up the framework for meeting said goals.

B. Supervise and work closely with the paid office personnel to assure the smooth functioning of the office.

   1. Delegate authority as necessary to expedite office functions.

C. To facilitate the development of a strategy of recruitment and retention of volunteers tutors and students, and to oversee the implementation of such a strategy:

   1. Work closely with and coordinate those committees involved in recruitment and retention (Public Relations, Program Development, and Follow-up) to determine measureable goals and to set up the framework for meeting said goals.
   2. Keep other affected committees informed of the progress and coordinate their involvement so to maximize efficiency and eliminate any duplication of efforts.
   3. Be the primary community advocate when needed to further this goal.

D. To be a strong advocate of the program to the community at-large, and coordinate our program with appropriate agencies.

   1. Work with Speaker's Bureau to broaden our scope of contacts, and coordinate the promotional efforts of the Public Relations and Program Development Committees.

   2. Attend or send appropriate representative to scheduled community workshops, seminars, or meetings, and share the information with pertinent committees.

   3. Work in close cooperation with other literacy organizations.

   4. Serve as communicative link with United Way.

E. Be informed on Learn to Read's financial structure and on-going monetary situation.

   1. Participate in Finance Committee and Fund Raising Committees' efforts.

   2. Meet with the Treasurer and Bookkeeper when need arises, and help Learn to Read in line with United Way's regulations.

   3. Keep proper committees informed of pertinent budget information.

From Learn to Read - Jacksonville, Florida

DESCRIPTION OF POSITION

TRAINING DIRECTOR

PURPOSE: To coordinate all aspects of literacy and leadership training sponsored by the organization.

AREAS OF RESPONSIBILITY:

A. Training Tutors,

1. Assist Project Chairpersons in recruiting new trainers. Schedule and coordinate Literacy Trainers Workshops as needed.

2. Maintain a record keeping system for all Apprenticing, Certified, Master, and Supervising Trainers.

3. Maintain a current list of scheduled workshops for the office.

4. Respond to communication from all involved in the training process and guide them in carrying out their responsibilities.

5. Review new materials and workshop revisions. Distribute new information to trainers.

B. Training Leaders

1. Schedule and coordinate in-service/update sessions for project leaders as needed.

2. Assist Project Chairpersons to utilize the resources of the Project Leadership Handbook, including updating the PLH and conducting orientation sessions with all new chairpersons.

3. Schedule and coordinate the Management Training Workshops as needed.

4. Provide consultation and assistance in program development to current and potential project leaders.

5. Assist AB/CE program personnel to effectively develop and integrate volunteers into their AB/CE programs.

6. Assist in developing cooperative links with agencies and organizations that will help increase adult literacy services on the local level.

7. Maintain records on project activities.

Minnesota Literacy Council, Inc.

MLCI Training Director Position Description (cont.)

PLACE OF WORK: MLCI Office,

HOURS: Full Time. Flexible to allow for travel and meetings.

RESPONSIBLE TO: MLCI Executive Director

REPORTS REQUIRED: Monthly reports of activities and weekly meetings with Executive Director and staff.

QUALIFICATIONS:

- --Bachelor's degree in education or a related field.
- --Administrative coordination experience.
- --Completion of the twelve hour Laubach tutor training workshop.
- --Organizational ability and ability to assume responsibility.
- --Experience in Adult Education.
- --Good communication skills and demonstrated competence in inter-personal relationships.

LITERACY COUNCIL OF WILLIAMSON COUNTY

ADVANTAGES/DISADVANTAGES OF INDEPENDENT LITERACY COUNCILS

Advantages:

1. An independent council can define its own boundaries, policies, program, and clientele.
2. With independence comes the flexibility to respond to changing needs.
3. Attaining a non-profit status makes a council eligible to directly receive certain funding and other assistance.
4. People have no pre-conceived notions of who you are: can clearly establish the council's own identity, rather than projecting an entanglement of affiliations, umbrellas, and so forth.
5. Independence leaves a council free to form creative, cooperative alliances with other entities.
6. A new council does not inherit another agency's turf battles, traditional enemies, or failures.
7. There is no enforced accountability to another entity's standards, procedures, budget priorities, or legal restrictions.
8. An independent literacy council is under local control - governed by the community it serves.

Disadvantages and Realities:

1. The greatest disadvantage to independence is the need to procure funding. A great deal of energy must be expended just to assure survival - energy that otherwise could be spent on the program.
2. A new council must work to establish identity and credibility.
3. An "umbrella" situation often comes complete with housing, support staff, and a phone number. All this must be established for a new council.
4. Literacy programs have a particularly difficult clientele to reach. Establishing a network to accomplish this can be tricky. Linking with an agency that has such a network in place can greatly simplify this process.
5. Responsibility for the program and curriculum all rests on the council.

LITERACY COUNCIL OF WILLIAMSON COUNTY

COUNCIL INCORPORATION

In order to form a non-profit corporation, you will need to have three incorporators, and at least three individuals on the Board of Directors of the council. These do not necessarily have to be the same people.

Articles of Incorporation will need to be writen, notarized, and filed with the Secretary of State's Office (512-463-5555). Submit an original and one copy. The filing fee is $25.00, and it usually takes a week or more for the papers to be processed and the Certificate of Incorporation to be issued. If you choose not to use a lawyer, but to write your own articles of incorporation, a summary of the incorporation procedure can be obtained by calling or writing the Secretary of State. A copy of LCWC's articles is attached as a possible pattern.

When the Certificate of Incorporation is issued the information is sent to the State Comptroller. You will receive notification from them of the necessity of paying a State Franchise Tax or of obtaining an exemption. You have fifteen months to do this. The state will automatically grant this exemption and a sales tax exemption to an organization that has Federal Tax Exemption status.

Order the proper Federal Tax Exemption form from the IRS. The form is quite extensive. It will take several months for federal status to be granted after you submit this application. When you receive a letter from the IRS granting you tax exempt status, send a copy of it with your request for state tax exemption to the Comptroller's Office.

The IRS will also send an application for an Employer Identification Number. Even if your council isn't planning to have an employee, you will need to fill out and submit this form.

Incorporation is a fairly standard procedure, so don't hesitate to ask a community-minded lawyer for assistance in bringing this about. Keep your articles of incorporation and tax exemption papers carefully and safely filed. You will be asked for copies to prove your 501(c)3 status when applying for certain funding.

LITERACY COUNCIL OF WILLIAMSON COUNTY

HOW TO SET UP A LITERACY COUNCIL

I. Determine structure

  A. Within an existing entity

    1. Libraries
    2. Community Education Agencies
    3. Adult Basic Ed. Programs
    4. Coalitions

  B. Independent

    1. Set up Boards (Advisory/Governing)
    2. Incorporate

II. Determine Program Focus

  A. Who will be served

  B. What area will be served

III. Determine method/materials to use

  A. Laubach

  B. LVA (Literacy Volunteers of America)

  C. Composite or other

IV. Determine procedures

  A. Contact number/staffing

  B. Training

  C. Matching

  D. Tutoring sites

  E. Record-keeping

V. Procure housing/funding

VI. Publicize

  A. In cooperation with other agencies

  B. Three target populations

    1. Students
    2. Tutors
    3. Contributors

INFORMATION RESOURCES FOR SETTING UP A LITERACY COUNCIL

LLA Organization Handbook

How to plan, organize and manage a local literacy program. One hundred pages, unbound, 3-hole punched. Price: $5.50.

Order from:
New Readers Press
Division of Laubach Literacy International
1320 Jamesville Avenue, Box 131
Syracuse, New York 13210

Toll free number: 800-448-8878

Management Handbook for Volunteer Programs

Procedures for initiating and maintaining a local volunteer tutorial organization. Price: $6.50.

Order from:
Literacy Volunteers of America, Inc.
Order Department
5795 Widewaters Parkway
Syracuse, New York 13214

Phone number: 315-445-8000

Organizing a Literacy Program for Older Adults

Developed by the Literacy Education for the Elderly Project of the National Council on the Aging.

Order from:
The National Council on the Aging, Inc.
600 Maryland Avenue, S.W.
West Wing 100
Washington, D.C. 20024

Adult Literacy: Programs and Practices

Three institutions were studied to see how vocational training institutions link basic skill instruction to adult vocational training. Price: $8.75. Order number RD 265A.

Order from:
The National Center for Research in Vocational Education
National Center Publications, Box F
1960 Kenny Road
Columbus, Ohio 43210-1090

ARTICLES OF INCORPORATION OF THE LITERACY COUNCIL OF WILLIAMSON COUNTY

We the undersigned natural persons of the age of eighteen years or more, all of whom are citizens of the State of Texas, acting as incorporators of a corporation under the Texas Non-Profit Corporation Act, adopt the following Articles of Incorporation for such corporation:

ARTICLE ONE

The name of the corporation is the Literacy Council of Williamson County.

ARTICLE TWO

The corporation is a non-profit corporation and has no capital stock or members other than the members of the Board of Directors.

ARTICLE THREE

The period of its duration is perpetual.

ARTICLE FOUR

The purposes for which the corporation is organized are:

a) to identify, coordinate, promote and expand local literacy training efforts;

b) to increase citizen awareness of the problem of illiteracy;

c) to identify, recruit and tutor those adults who need help with basic literacy and mathematics and, when needed, Adult Basic Education;

d) to identify, recruit, train and supervise volunteer tutors;

e) to identify and secure suitable tutoring sites;

f) to generate tax-empt funds to develop and maintain an independent, self-supporting literacy council.

ARTICLE FIVE

The street address of the initial registered office of the corporation is 216 E. Main, Round Rock, Texas 78664, and the name of its initial registered agent at such address is Dale Ricklefs.

ARTICLE SIX

The number of persons constituting the Board of Directors of the corporation is sixteen (16). The names and addresses of the persons who shall serve as the initial Board of Directors are:

NAME	ADDRESS
(All 16 listed)	

ARTICLE SEVEN

In the event of the dissolution of this corporation, or in the event it shall cease to carry out the purposes set forth above, all the unobligated property and assets of the corporation shall go to and be distributed to a lawfully established Texas non-profit corporation which is exempted under Article 501(c)(3) of the Internal Revenue Code, or its successor Code section, the primary purpose of which is to promote and support services for educationally disadvantaged adults.

Under no circumstances shall any of the property and assets of this corfporation during its existence and/or upon its dissolution go and be distributed to any officer, member or subsidiary of the corporation.

IN WITNESS of this we have set our hands this day, 1985.

____
Dale L.Ricklefs

____
Ann Lessem

____
Oney Hagens

INCORPORATORS

(Followed by Notary page)

LITERACY COUNCIL OF WILLIAMSON COUNTY

INTERAGENCY COOPERATION

I. Mission Definition

Before attempting to cooperate with another agency, first know exactly what you are about. Define your mission in light of what is already available, seeking to fill in gaps and attempting not to duplicate other programs.

II. Investigate

Find out what programs already exist in your community to serve the adult learner. Does your library offer a program? How is it defined? Who does it serve? Does your community have an ABE/ESL program? How are they defined? (Most ABE programs assume a 4th grade reading level, and many ESL programs are conversation only.) Is there a community college program? Does it teach basic skills? Are there JTPA (Job Training Partnership Act/Private Industry Council) programs?

Many programs may claim to serve the illiterate, but when examined closely you find they either do not (by offering no curriculum basic enough), or the eligibility "window" is so small many people have need but no access. Some other programs by their very nature, location, or affiliation may be intimidating to the illiterate and thus inaccessible.

Once you have established what is in your community, you can then determine how you might interface with them.

III. Approach

The unknown is always more threatening than the known. Meet with the heads of other area programs and describe and explain your program goals. Highlight areas where cooperation would be mutually beneficial.

A. Referrals

Literacy projects can increase participation in other projects by referring clients where literacy training is inappropriate, or by raising skill levels so participants can move along a continuum into other programs.

Encourage mutual referrals. Point out that many unprepared program participants drop out from frustration, where a minimal amount of basic skills reinforcement might have made them successful. Co-enrollments are often feasible and beneficial.

B. Resources

Share resources where possible (tutors assisting in ABE classes; literacy projects providing materials for students needing a quick review). It may be possible to cooperate on meeting/training sites, or industry programs along a continuum. Share publicity whenever possible. Be creative!

A literacy project may be able to fill a mandated or identified need that another agency is having difficulty filling "in-house". An example is the Adult Probation department needing literacy training for certain probationers. They are unable to provide this themselves, but can cooperate with a literacy project, bringing them clients while meeting a need of their own.

C. Tolerance

Be aware that some agencies have to comply with complex rules and regulations beyond their control. Ask how you might cooperate within those parameters to help them achieve goals complementary to your project's; actively seek to enhance their program. Find out what is necessary to work together, to assure them of service credit, i.e. written agreements, paperwork, record keeping.

Your attitude must be one of cooperation and assistance. They have gotten along just fine without you until now; you have to prove that you're worth their time and effort.

D. Persistence

Be ignorant of past history - agencies with a "can't do" attitude. Start with a clean slate, and don't quickly take "no" for an answer. Some agencies may first believe that cooperation is not worth the effort, but creativity and persistence should pay off. Be sure you understand their needs and limitations and are willing to work carefully within them.

Literacy Volunteers of America methodology:

The Literacy Volunteers of America (LVA) methodology of literacy tutoring is a process approach to teaching reading that involves four major components: 1) language experience; 2) phonics (consonants, including blends); 3) sight words and context clues; and, 4) word patterns. Tutors are trained in these four components and are given additional training in developing goals and lesson plans and in comprehension and study skills. The length of the tutor training using the LVA methodology varies from 15 to 18 hours depending on how trainers treat the method's components.

The core of the training is treated in a handbook entitled TUTOR. Since it is a process approach to reading using the student's own language (language experience) Literacy Volunteers of America does not prescribe specific instructional materials, although many trainers do spend time with tutor trainees exploring commercially available instructional materials. The READ test is a diagnostic inventory developed by LVA that assesses student reading skills. The LVA methodology is eminently **adaptable** for subpopulations of non-literate adults (e.g., non-reading parents of very young children) and can be used to teach reading through the college level.

The **Laubach Way to Reading:**

The Laubach Way to Reading (LWR) was developed by Laubach Literacy Advance and is a reading series that contains student skill books, correlated readers and checkups. The four levels of LWR take adult students from a zero reading level through about a fifth grade reading ability. The series teaches reading through a structured phonics-based approach in a sequential order using controlled vocabulary. Pictorial clues are used for memory enhancement. Students are encouraged to transfer newly-won skills to tasks they encounter in everyday life and the materials include sample personal checks, job applications, recipes and other realia. A Teacher's Manual is available for each skill book. In addition, A Reading Diagnostic Inventory is available which places students in the appropriate skill book and assesses present reading skills.

Tutor training takes 10-15 hours. During training tutors participate in structured activities which sequentially orient them with each skill book and its component parts. The Laubach Way to Reading was developed to make the volunteer tutor totally comfortable with teaching reading to an adult non-reader.

Both Laubach Literacy Advance and Literacy Volunteers of America also have developed training workshops and materials for teaching English to Speakers of Other Languages (ESOL) as well as basic literacy skills.

RESOURCES FOR LEARNING DISABILITIES

Orton Dyslexia Society

National Office
724 York Rd.
Baltimore, MD 21204
(301) 296-0232

Houston Branch
1925 South Blvd.
Houston, TX 77098
(713) 529-1975

Dallas Branch
5944 Luther Lane
Dallas, TX 75225
(214) 890-4105

Austin Branch
(512) 454-1239

Texas Association for Children and
Adults With Learning Disabilities
1011 W. 31st St.
Austin, Texas 78705
(512) 458-8234

region XCHANGE

ADULT EDUCATION
STAFF
DEVELOPMENT
PROGRAM

NORTHWEST
REGIONAL
EDUCATIONAL
LABORATORY

710 S.W. 2nd AVE.
PORTLAND, ORE.
97204

FALL
1979

TESTING THE DISABLED ADULT

Accurately testing the disabled adult is one of the most difficult aspects of instruction of the disabled adult. There are few effective tests. Many times tests for disabled children have been adapted for disabled adults. Here are descriptions of various diagnostic tests which have been used with varying degrees of success, in adult education centers. This list may expand the tests available for use in your center.

MENTAL ABILITIES

Peabody Picture Vocabulary Test (American Guidance)

An individually administered wide-range (2½ years to adult) screening instrument to provide an estimate of verbal intelligence through measurement of hearing vocabulary. Two forms. Administration time: 15 minutes.

Wechsler Memory Scale (The Psychological Corp)

A simple rapid individual measure of memory function which samples personal and current information, immediate orientation to time and place, mental control, immediate recall of logical material, memory span for digits, reporduction of simple geometric figures from memory and three-trial learning of paired words. Ages 20 and up. Administration time: 15 min.

Illinois Test of Psycholinguistic Abilities (University of Illinois Press)

Subtests Visual Memory and Auditory Memory. Visual Memory assesses the ability to remember and reporudce a sequence of visual stimuli. Auditory Memory assesses the ability to remember and correctly report a sequence of symbols just heard. This test is normed on children, but gives a useful guide in adults. Time: 20 min.

Raven's Progressive Matrices (The Psychological Corporation)

An individual or group measure of perceptual reasoning tapping the abilities to form comparisons and reason by analogy. Available in three levels:

a) Standard Progressive Matrices - adult
b) Colored Progressive Matrices - children
c) Advanced Progressive Matrices - for persons of more than average intellectual ability.

Benton Visual Retention Test (The Psychological Corporation)

A standardized, individual measure of visual memory. Range is 8 yrs to adult and testing time roughly 5 minutes.

ACHIEVEMENT AND DIAGNOSTIC

Peabody Individual Achievement Test (American Guidance Service)

A wide range (kindergarden through adult) individual screening instrument designed to survey level of education attainment in basic skills and knowledge. It's five subtests cover: mathematics, reading recognition, reading comprehension, spelling and general information. One form. Administration time: 30 to 40 minutes.

Spache Diagnostic Reading Scales (McGraw-Hill)

These graduated scales provide an approach to the diagnosis of reading skills through a word recognition list (choice of 3), reading passages (22), and eight supplementary phonics tests (consonant sounds, vowel blends, consonant blends, common syllables, auditory blending, letter sounds, initial consonant substitution and auditory discrimination). Age range: for grades 1 through 8.

Durrell Analysis of Reading Difficulty (The Psychological Corporation)

Core of this individual test is two sets of paragraphs, one set for silent reading and the other for oral, which yield an analysis of silent and oral reading and and listening comprehension. Other major subtests are: word analysis and recognition, visual memory of word forms, auditory analysis of word elements, spelling and handwriting. Time involved is 30 to 60 minutes depending on subtests administered.

Gates-McKillop Reading Diagnostic Tests (Teachers College Press, New York)

A battery of 17 individually administered tests analyzing the following skills or techniques through oral responses: oral reading, word perception, phrase perception, blending word parts, giving letter sounds, naming letters, recognizing visual forms of sounds, auditory blending, spelling, oral vocabulary, syllabication and auditory discrimination. Two forms, range for all grades with administration time about one hour.

Gray Oral Reading Test (The Psychological Corporation)

An objective measure of oral reading ranging from grades 1 through 12, available in four forms, each containing 13 reading passages. Times, types of errors and responses to comprehension questions are recorded by the examiner. Administration time: 15 to 20 minutes.

Stanford Diagnostic Mathematics Test (1976) The Psychological Corporation)

This test measures a student's understanding of the number system, facility in computation and ability to work with numbers in problem-solving situations. Four levels, two forms at each level, for grades 1 thru 13. Administration time: 1½ hours.

Wide Range Achievement Test (1976 edition) (The Psychological Corporation)

Tests of word recognition (timed), written spelling and arithmetic. Range is pre-school to adult. Reading is word recognition only, comprehension is not tested.

Adult Basic Learning Examination(1967) (The Psychological Corporation)

Designed for adults and arranged in three levels: Level I (grades 1-4), Level II (grades 5-8) Level III (grades 9-12). Each level includes vocabulary, spelling, reading and arithmetic subtests. Two forms (A and B) are available

Woodcock Reading Mastery Tests (American Guidance Service)

These are a battery of individually administered reading tests on letter identification, word identification, word attack, word comprehension and passage comprehension. Available in two forms. The range is kindergarten through grade 12 with administration time varying from 20 to 40 minutes. Scoring is completely objective with criterion referenced and norm referenced interpretation of test scores.

Woods-Moe Analytical Reading Inventory (Charles Merrill)

Range is pre-school to adult. This test is rated by the experts in learning disabilities as the best measure of achievement.

For ordering information contact the appropriate organization:

American Guidance Service
Publishers Building
Circle Pines, Minnesota 55014

Charles Merrill Publishing Co.
1300 Alum Creek Drive
Columbus, Ohio 43216

McGraw-Hill
1221 Ave. of the America's
New York, NY 10020

The Psychological Corporation
757 3rd Avenue
New York, NY 10017

Teachers College Press
Columbia University
1234 Amsterdam Ave.
New York, NY 10027

VISUAL AND AUDITORY CHECK SHEET*

OBSERVATION OF SYMPTOMS THAT MAY INDICATE A VISUAL OR AUDITORY PROBLEM

Visual

Tendency to close one eye _____

Frequent sties _____

Tendency to rub at one eye _____

Tilting head to one side _____

Complaint of blur, near or far _____

Squinting, blinking, twitching _____

Complaint of pain or discomfort in eyes _____

Extreme sensitivity to light _____

Complaint of seeing double _____

Holding the page too close or far (normal distance 14") _____

Inflammed, running eyes; red-rimmed or swollen lids _____

Crossed eyes _____

Excessive head movements while reading _____

Avoiding close work _____

Excessive reversals in reading _____

Tension during close work _____

Frequent stumbling _____

Complaint of words or letters running together _____

Thrusting head forward when observing distant objects _____

Poor hand and eye coordination _____

Complaint of headaches, dizziness, or nausea associated with use of eyes _____

Auditory

Behavior problems _____

Poor scholastic achievement _____

Earache _____

Faulty pronunciation _____

Tendency to favor one ear (turning one ear towards speaker) _____

Complaints of head noises, dizziness or closed feeling in ear _____

Tendency to breathe through the mouth _____

Continued poor spelling _____

Frequent requests to repeat statements and questions _____

Lack of attention _____

Frequent rubbing of the ear _____

Unnatural pitch of the voice _____

---

*From the Annual Reading Institute at Temple University, Reading Clinic Department of Psychology. Bertha Flood, Jeanne Sieberman, Brenda Jones Walter, Handbook for Tutors.

INFORMAL INTEREST INVENTORY

Student's name: ______________________ Date ______________

Interviewed by: ______________________

1. Name something you enjoy doing. Why do you enjoy it?

2. Do you like to watch TV? (If yes, what are your favorite programs?)

3. Where were you born?

4. If you could change one thing in this country, what would you change? Why?

5. Have you ever gone to school? (If yes, where? How many years?)

6. Have you ever been on a trip? (If yes, where did you go?)

7. Why do you want to take reading lessons?

8. Name 3 things you wish you could read.

9. Name 3 things you wish you could write.

10. Finish this sentence: I hope that ______________________.

11. Finish this sentence: I wonder if ______________________.

12. Finish this sentence: I am good at ______________________.

from handbook for Volunteer
Reading Aides, Lutheran Church
Women

THE LIBRARY AND ADULT LITERACY

A BIBLIOGRAPHY

MAY, 1984

THE LIBRARY AND ADULT LITERACY: A BIBLIOGRAPHY

This annotated list of materials was prepared to help librarians who are or will be planning adult literacy programs. It includes bibliographies of materials suitable for use with adult learners, background readings on adult new readers and library literacy programs, and overviews of functional illiteracy in the United States.

All of the readings are available either in the San Antonio Major Resource Center Professional Collection, the San Antonio Public Library, or the Texas State Library.

The bibliography was compiled by Lee LaCaff, Collection Development Consultant for the San Antonio Major Resource Center.

Published with funds granted under the Texas Library Systems Act V.C.S., 5446a and the Library Services and Construction Act, P.L. 84-597, as amended.

"Action for Literacy." Canadian Library Journal. August, 1980.
Issue prepared by the Action for Literacy Committee presenting a sampling of Canadian library and library-related activities in literacy. (SAPL)

Adult Basic Reading Collection. Ann Arbor Public Library, 1978.
Easy to read materials, both fiction and non-fiction, for the adult new reader. (SAMRC, 028.536)

Adult Reading: Basic Education for Adults. District of Columbia Public Library, 1978.
A bibliography of adult basic education books arranged by category and level of reading difficulty. (SAMRC, 028.536)

Adults Learning to Read. Providence Public Library, 1982.
A list of materials for adult new readers, tutors, and libraries at the Providence Public Library in Rhode Island. (SAMRC, 028.536)

Baker & Taylor's Books for Adult New Readers: Materials for Literacy/Adult Basic Education Collections.
Annual list of available materials. (SAMRC)

Bates, Barbara. "Identifying High Interest/Low Reading Level Book," in School Library Journal, November, 1977, pp. 19-22.
A very concise article with specific guidelines for evaluating both fiction and nonfiction. (SAPL)

Bayley, Linda. Opening Doors for Adult New Readers: How Libraries Can Select Materials and Establish Collections. New Readers Press, 1980.
An introduction to the development of collections and services for adult new readers. (SAMRC, 028.536)

Bibliography of Basic Materials: Reading, English as a Second Language, and the Humanities, edited by Barbara J. MacDonald, Literacy Volunteers of America, 1980.
This list is arranged by reading level, then by subject. Coping skill materials, as well as texts, are included at each level. (SAMRC) *

Books for Adult New Readers. LEARN, 1982.
Annotated bibliography of appropriate materials recommended for public library purchase. (SAMRC, 028.536)

Books for You: A List of Entertaining Books That Are Easy to Read. Dallas Public Library, 1981.
An annotated list of 160 titles that are easy to read and which appeal to adult audiences. Reading level is indicated for each title. (LSC TSL VF Remedial Reading)

Buckingham, Melissa Fourinash. "Adult Basic Education" column in Booklist, January 15, April 15, July 15, and October 15 issues.
Book review column, devoted to materials for the adult witn limited reading skills. (SAMRC)

Cass, Angelica W. *Basic Education for Adults*. Association Press, 1971.
Handbook for teachers, teacher trainers, and leaders in adult basic education programs. (SAPL, 374)

Drennan, Ann and Henry Drennan. "Rural Populations in the 1970's" in *Library Trends*. Spring, 1980, pp. 493-512.
Data on the illiteracy problem and its effects on the lives of rural people. (SAPL)

Establishing Library Learning Centers for Adult Basic Education. University of Texas at Austin, 1975.
How to set up an Adult Basic Education center in a public library. (SAMRC, 374.9764)

Fleming, Lois D. *Proceedings of the Conference "Adult Basic Education and Public Library Service,"* June 5-6, 1974, Miami Springs, Florida.
Conference on adult basic education and public library service. (LSC TSL, 374)

Forinash, Melissa. "Materials Selection for ABC Collections," in *Drexel Library Quarterly*. October, 1978, pp. 14-32.
A discussion of book selection for adult reluctant and disabled readers by a recognized expert. (SAPL)

Fleming, Lois. "Role of the State Library Agency in the Battle for Literacy," in *Drexel Library Quarterly*. October, 1978, pp. 65-72.
State library agency leadership commitment to the literacy movement is presented as vital to local program development. (SAPL)

Heiser, Jane Carol. *Literary Resources*. Enoch Pratt Free Library, 1983.
An annotated list of materials which have proved most useful in the Enoch Pratt literacy program. (SAMRC, 028.536)

High-Interest Books for Teens. Gale, 1981.
A guide to book reviews and biographical sources for materials for teens with learning disabilities or undeveloped reading skills. (SAMRC, 028.52)

High-low Handbook: Books, Materials and Services for the Teen-age Problem Reader. Bowker, 1981.
Includes an annotated core collection plus sections on identifying the high-low reader and selecting and evaluating materials. (SAMRC, 027.626)

High Interest, Easy Reading for Junior and Senior High School Students. National Council of Teachers of English, 1979.
This annotated booklist of over 400 fiction and nonfiction books is for reluctant readers. (SAMRC, 028.52)

Hunter, Carman St. John and David Harman. *Adult Illiteracy in the United States*. McGraw-Hill, 1979.
Reviews the changing definitions and measurements of literacy, who and where adult illiterates are, and existing programs designed to increase literacy. (SAPL, 374.012)

Jones, Edward V. *Reading Instruction for the Adult Illiterate*. ALA, 1981. $15.00 8389-0317-7.
Techniques that have been found successful in teaching adults how to read. (LSC, TST , 428.43)

Kidd, James Robbins. How Adults Learn. Association Press, 1973.
Methods for the practitioner in adult education in assisting adults in learning. (SAPL, 374)

Kozol, Jonathan. "How We Can Win," in Wilson Library Bulletin. June, 1980, pp. 640-644.
Adapted from Prisoners of Silence, annotated below.

Kozol, Jonathan. Prisoners of Silence: Breaking the Bonds of Adult Illiteracy in the United States. Continuum, 1980.
An impassioned and sympathetic discussion of a possible comprehensive plan for reaching illiterates. (SAPL, 374.012)

Lawson, Virginia K. Thinking Is a Basic Skill: Humanities for the Adult New Reader. Literacy Volunteers of America, 1981.
How to set up a literacy program with humanities scholars and how local libraries can develop humanities materials for the adult new reader. (SAMRC, 028.536)

"Librarians and the First R" in Wilson Library Bulletin, May, 1976, pp. 734-736.
Ten educators and librarians look at the reading process and how librarians can be part of the learning-to-read movement and discuss library reading programs in action. (SAPL)

"Life Coping Skills List," in Drexel Library Quarterly. October, 1978, pp. 73-85.
Coping skills categories are subject areas in which most adults need information to cope effectively with the problems of everyday living. (SAPL)

"Literacy Programs, Library," in ALA Yearbooks, 1976-1981. ALA, 1977-1982.
Annual articles that capsulize library activities and related happenings in the field of adult literacy education during each year covered. (SAPL, R020.62273)

Lyman, Helen Huguenor. Literacy and the Nation's Libraries. ALA, c1977.
A manual for developing library programs to serve the illiterate. (SAPL, SAMRC, 021.24)

Lyman, Helen Huguenor. "Literacy Education as Library Community Service," in Library Trends, Fall, 1979, pp. 193-211.
An examination of "the library's role in the literacy education effort as it has emerged during the period from 1955 to 1980." (SAPL)

Lyman, Helen Huguenor. Reading and the Adult New Reader. ALA, 1976.
Valuable as background reading for the librarian interested in the adult new reader. (SAMRC) *

McCallan, Norma J. "Organizing ABE Materials in Libraries," in Drexel Library Quarterly. October, 1978, pp. 33-42.
Suggestions for displaying, arranging, classifying, cataloging and using materials. (SAPL)

McLagan, Patricia A. Helping Others Learn: Designing Programs for Adults. Addison-Wesley, 1978.
How to adapt and present course information for the greatest effectiveness in particular situations. (SAMRC, 374.02)

Pivot.
Quarterly review of new titles added to the Reader Development Collection of the Free Library of Philadelphia. (SAMRC) *

Reader Development Bibliography: Books Recommended for Adult New Readers. New Readers Press, 1982.
An annotated graded list of materials for adults who read at the 8th grade level or below. (SAMRC, 027.6)

Roberts, David J. "Educational Brokering and Adult Basic Education," in Drexel Library Quarterly. October, 1978, pp. 55-64.
A process designed to match an adult who has an educational need with a means of satisfying that need. (SAPL)

Schmidt, Susan. "A History of ABE Services in Public Libraries," in Drexel Library Quarterly. October, 1978, pp. 5-13.
A short factual history of library involvement in Adult Basic Educational programs. (SAPL)

Strader, Helen B. "Visual Literacy and Adult Basic Education," in Drexel Library Quarterly. October, 1978, pp. 43-54.
The development of visual literacy is presented as a first step to improving reading ability. (SAPL)

Wellborn, Stanley N. "Ahead: A Nation of Illiterates?" in U.S. News and World Report, May 17, 1982, pp. 53-57.
A well researched overview of functional illiteracy in the United States. (SAPL)

Williams, Helen E. The High/Low Concensus. Bro-Dart, 1980.
An annotated bibliography appropriate for junior and senior high school students arranged by reading level. (SAMRC, 028.535)

The Written Word.
Monthly brief newsletter designed to promote communications in the field of functional illiteracy. AAAA Contact Center. (SAMRC)

* On order as of May 1, 1984 for SAMRC Professional Collection.

* * * * *

NEW YORK PUBLIC LIBRARY
Centers for Reading and Writing
St. Agnes Branch
444 Amsterdam Avenue
New York, N.Y. 10024

SELECTED BOOK LIST: $1,000 ADULT LITERACY COLLECTION

The following list is suggested as representative of a basic collection for an adult literacy program in a library setting. In assembling the list, the aim was to provide both a balance of subject-matter content and graded levels of difficulty that meet the interests and varied learning needs of most adult literacy and Adult Basic Education students. Variety, quality and cost were primary considerations in making selections.

Most of the titles can also be used by students of English as a second language. Some supervisers of library tutoring programs may find they need more copies of fewer titles. An analysis of the percent of titles making up each of the major learning categories appears at the end of the list as an aid in the selection process. Libraries with more ample budgets may want to expand the breadth of content and/or number of titles in all subject categories. Many other excellent titles exist. An address list for the publishers mentioned is appended.

Patricia Pollak
Centers for Reading and Writing
(212) 799-6207

June 30, 1986

TITLE	PUBLISHER	CATEGORY	COST EACH	NO. COPIES	TOTAL COST *
Changes	New Readers	Begin. Rdg.	$1.50	4	$ 6.00
City Living	New Readers	"	1.00	3	3.00
Entering the Rdr's World-Bk 1	Cmbrdge Adt Ed	"	3.85	2	7.70
Family from Vietnam, The	Fearon	"	3.00	3	9.00
Hard Night's Run....	Follett	"	2.13	4	8.52
Hello World, & Other Stories	Follett	"	2.50	4	10.00
Hip Reader - Bk 1	Book Lab	"	3.75	2	7.50
Looking at American Signs	Natl Txtbk Co	"	3.95	2	7.90
New Life for Arita	Scholastic	"	3.00	2	6.00
Pat King's Family	New Readers	"	1.95	4	7.80
Sniper at Zimba	Fearon	"	2.85	2	5.70
So Long, Snowman	Fearon	"	3.00	3	9.00
Ten Psalms	New Readers	"	1.50	3	4.50
The '50 Ford	Scholastic	"	2.00	2	4.00
Time to Choose, A	Fearon	"	3.00	4	12.00
When a Baby Is New	New Readers	"	1.25	4	5.00
		16 Titles		48	113.62
Decisions in Your Life	Cmbrdge Adt Ed	Intmdt Rdg	1.85	3	5.55
Diary, The	Fearon	"	1.35	3	4.05
Dream with Storms, A	New Readers	"	2.65	4	10.60
Freedom Side, The	New Readers	"	2.65	4	10.60
Hi Action Treasur Chst(44 diff)	Mdn Curriculum	"	77.50	1	77.50 #
Janie	Fearon	"	1.35	3	4.05
Mollie's Year	Fearon	"	3.00	3	9.00
On the Red World	Fearon	"	3.60	2	7.20
People and Their Religions-I	Cmbrdge Adt Ed	"	1.85	3	5.55
People and Their Religions-II	Cmbrdge Adt Ed	"	1.85	3	5.55
Place for Everyone, A	Fearon	"	2.44	2	4.88
Race to Win	Fearon	"	3.60	2	7.20
Silver Dollar Mystery	Scholastic	"	2.00	2	4.00
Tales of Rescue	Fearon	"	2.70	2	5.40
There Really Is Sound	New Readers	"	2.25	3	6.75
Writing to Others	New Readers	"	2.25	3	6.75
Your Daily Paper	New Readers	"	2.45	3	7.35
		17 Titles		46	181.98
Comeback, The	Fearon	Advanced Rdg	1.35	3	4.05
Last Leaf, The	Jamestown	"	3.00	3	9.00
Look It Up!	Fearon	"	5.50	2	11.00
Official GED Practice Test	Cmbrdge Adt Ed	"	2.15	3	6.45
Oh, Rick!	Fearon	"	1.35	3	4.05
Pre-GED Pgm in Lang Skills	Cmbrdge Adt Ed	"	4.50	2	9.00
Pre-GED Pgm in Math Skills	Cmbrdge Adt Ed	"	4.50	2	9.00
Pre-GED Pgm in Rdg Skills	Cmbrdge Adt Ed	"	4.50	2	9.00
Stages in Adult Life	Scott, Fsmn	"	4.50	3	13.50
		9 Titles		23	75.05

TITLE	PUBLISHER	CATEGORY	COST EACH	NO. COPIES	TOTAL COST
Abraham Lincoln	Dell	Biography	2.25	2	$ 4.50
Famous Americans-After 1860	Janus	"	3.30	2	6.60
Famous Americans-Before 1860	Janus	"	3.30	2	6.60
Famous Black Americans	Steck-Vaughn	"	2.88	2	5.76
Helen Keller	Dell	"	1.95	2	3.90
They Led the Way	Scholastic	"	1.95	2	3.90
Thorpe! Sports Career	Crestwood	"	3.95	2	7.90
Wilt! Sports Career	Crestwood	"	3.95	2	7.90
		8 Titles		16	47.06
Africa	Scholastic	Soc. Studies	4.75	2	9.50
Anthropology: Story of People	Cmbrdge Adt Ed	"	1.85	2	3.70
Crime and the Law	New Readers	"	2.95	2	5.90
Cultures - Bk B	Scott, Fsmn	"	2.59	4	10.36
Essential Map Skills	Hammond	"	3.75	2	7.50
Future Cities....(Usborne)	EDC Pubg	"	4.95	2	9.90
How Things Began (Usborne)	EDC Pubg	"	5.95	2	11.90
Life of Lucy Fern - Part 1	Cmbrdge Adt Ed	"	1.85	2	3.70
Life of Lucy Fern - Part 2	Cmbrdge Adt Ed	"	1.85	2	3.70
Our United States	New Readers	"	2.85	2	5.70
Settlers in America	New Readers	"	3.15	3	9.45
State and Local Government	Quercus	"	3.40	2	6.80
Tales of Explorers	Fearon	"	2.70	2	5.40
U.S. in the Making - Vol I	Globe	"	4.31	2	8.62
U.S. in the Making - Vol II	Globe	"	4.31	2	8.62
Wanted: Dead or Alive (Tubman)	Scholastic	"	1.75	3	5.25
		16 Titles		36	116.00
Earth Science	Quercus	Science&Math	3.40	2	6.80
How Machines Work (Usborne)	EDC Pubg	"	5.95	2	11.90
Human Biology	Quercus	"	3.40	3	10.20
Math for the World of Work	Educl Design	"	4.95	2	9.90
Measure Up	Fearon	"	3.96	2	7.92
Number Power-Bk 1 (whole #'s)	Contemporary	"	3.45	2	6.90
Number Power-Bk 2:Dcmls,%,Fctns	Contemporary	"	3.45	2	6.90
Number Power-Bk 6: Word Probs	Contemporary	"	3.45	2	6.90
Physical Science	Quercus	"	3.40	2	6.80
Usborne Guide to Computers	EDC Pubg	"	4.95	2	9.90
Weather	Janus	"	2.65	2	5.30
Your Body in Health & Sickness	Scott, Fsmn	"	2.25	3	6.75
		12 Titles		26	96.17

TITLE	PUBLISHER	CATEGORY	COST EACH	NO. COPIES	TOTAL COST
As a Child Grows	New Readers	Coping Sklls	1.25	3	$ 3.75
Banking	Cmbrdge Adt Ed	"	3.25	2	6.50
Becoming a Supervisor	Scott, Fsmn	"	2.25	2	4.50
Can You Give First Aid?	New Readers	"	1.50	3	4.50
Civil Svce Tests-Basic Skls Jbs	ARCO	"	8.00	2	16.00
Family Planning	Cmbrdge Adt Ed	"	3.25	3	9.75
Filling Out Forms	New Readers	"	2.45	3	7.35
Getting and Keeping a Job	Scott, Fsmn	"	2.25	2	4.50
Getting Health Care	New Readers	"	2.65	2	5.30
Getting Medical Assistance	Follett	"	2.95	3	8.85
Having a Baby	New Readers	"	3.90	3	11.70
How to Register and Vote	New Readers	"	.50	10	5.00
Job Interview Guide	Janus	"	3.40	2	6.80
Know Your Rights	Janus	"	3.30	2	6.60
Plans for Living:Health&Safety	Fearon	"	2.97	2	5.94
Resources...Lifelong Learning	Follett	"	2.67	2	5.34
Studying for a Drivers License	New Readers	"	3.88	6	23.88
Using Want Ads	Janus	"	3.30	2	6.60
		18 Titles		54	142.26
Becoming a U.S. Citizen	Follett	ESL	2.67	3	8.01
Oxfrd Picture Dctnry of Am Eng	Oxford	"	3.95	3	11.85
Structure Practice - Bk 1	Longman	"	5.50	2	11.00
Structure Practice - Bk 2	Longman	"	5.50	2	11.00
Survival English-Conversations	Prentice Hall	"	6.95	2	13.90
TOEFL:Test of Eng as For Lang	ARCO	"	8.90	2	17.80
		6 Titles		14	73.56
Citation World Atlas	Hammond	Reference	17.00	1	17.00
Longman Dictionary of Amer Eng	Longman	"	6.95	3	20.85
		2 Titles		4	37.85
Computer Applications in Rdg	Intl Rdg Assn	Teaching	8.00	1	8.00
ESOL Trainer Handbook	New Readers	"	11.00	1	11.00
Guidelines-Tchg Remedial Rdg	New Readers	"	7.95	3	23.85
I Wish I Could Write	New Readers	"	2.75	3	8.25
Illiterate America (Kozol)	Doubleday	"	15.95	2	31.90
Teaching Rdg to Non-Eng Spkrs	MacMillan	"	14.95	1	14.95
Using Lang. Experience w/Adts	New Readers	"	3.00	3	9.00
Writing without Teachers	Oxford	"	4.95	2	9.90
		8 Titles		16	116.85
All Categories - Totals		113 Titles		282	$1,000.40

* Prices vary, depending on quantity, etc. Nearly all quoted are for paperback.

# Sold in sets only; 44 different titles, 1 copy each.

PROPORTION OF TOTAL COLLECTION OF EACH CATEGORY

Category	No. of Titles	% of Collection	Cumulative % Of Collection
Reading and Writing, all levels	42	37% of titles	37%
Biography and Social Studies	24	22% of titles	59%
Science and Math	12	11% of titles	70%
Coping Skills	18	16% of titles	86%
English as a Second Language	6	5% of titles	91%
Reference	2	2% of titles	93%
Teaching	8	7% of titles	100%

Reading Levels as Designated Here

0 - 2.9 grade level	Beginning Reading
3.0 - 4.9 " "	Intermediate Reading
5.0 - 7.9 " "	Advanced Reading

NEW YORK PUBLIC LIBRARY
Centers for Reading and Writing

PUBLISHERS LIST FOR BASIC LITERACY COLLECTION

ARCO Publishing, Inc.
Educational Division
215 Park Avenue South
New York, N.Y. 10003

Book Lab, Inc.
500 74th Street
North Bergen, New Jersey 07047

Cambridge, The Adult Education Co.
888 Seventh Avenue
New York, Newy York 10106

Contemporary Books, Inc.
180 North Michigan Avenue
Chicago, Illinois

Crestwood House
Highway 66 S, Box 3427
Mankato, Minnesota 56002

Dell Publishing Co., Inc.
Education Sales Department
245 East 47th Street
New York, N.Y. 10017

Doubleday & Company, Inc.
501 Franklin Avenue
Garden City, New York 11530

EDC Publishing
Div of Educational Development Corp.
P. O. Box 470663
Tulsa, Oklahoma 74147

Educational Design, Inc.
47 West 13th Street
New York, N.Y. 10011

Fearon Education
A Division of Pitman Learning, Inc.
19 Davis Drive
Belmont, California 94002

Follett Publishing Co.
1010 West Washington Blvd.
Chicago, Illinois 60607

Globe Book Company
50 West 23rd Street
New York, N.Y. 10010

Hammond Incorporated
515 Valley Street
Maplewood, New Jersey 07040

International Reading Association
800 Barksdale Road
Newark, Delaware 19711

Jamestown Publishers
Post Office Box 6743
Providence, Rhode Island 02940

Janus Book Publishers
2501 Industrial Parkway West
Hayward, California 94545

Longman, Inc.
ELT Division
1560 Broadway
New York, N.Y. 10036

Macmillan Publishing Co.
School Division
100A Brown Street
Riverside, New Jersey 08075

Modern Curriculum Press
13900 Prospect Road
Cleveland, Ohio 44136

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, Illinois 60646

New Readers Press
Division of Laubach Literacy Int'l.
P. O. Box 131
Syracuse, New York 13210

Oxford University Press
English Language Teaching Dept.
200 Madison Avenue
New York, N. Y. 10016

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Quercus Corporation
2405 Castro Valley Blvd.
Castro Valley, California 94546

Scholastic, Inc.
2931 East McCarty Street
P. O. Box 7502
Jefferson City, Missouri 65102

Scott, Foresman and Company
Lifelong Learning Division
1900 East Lake Avenue
Glenview, Illinois 60025

Steck-Vaughn Company
P. O. Box 2028
Austin, Texas 78768

Adults and young adults who are just learning to read, or who read poorly and who are in crisis - unemployment, prison, hospital - want and need information which will help them cope. Such people are attracted to bright colored, well illustrated, easy to read books on the following topics.

Life Coping Skills List

AGING

- Aging Process
  - Emotionally
  - Mentally
  - Physiologically
- Care of the Aged in the Home
- Death
- Funerals
- Nursing Homes & Rest Homes
- Programs, Organizations, & Agencies for the Aging
- Retirement
  - Activities & Recreation
  - Benefits
  - Education
  - Employment
    - *See also* **Jobs**, Occupational Information
  - Housing
  - Planning
- Wills

CHILDREN

- Adolescence
- Adoption
- Babysitting
- Breast & Bottle Feeding
- Child Abuse
- Child Development
- Child Health Care
  - *See also* **Health**, **Disease** Information; **Health**, How to Select and Obtain Health Services
- Child Rearing
- Development of Verbal Skills
- Discipline
- Drop-out Prevention
- Emotional Problems in Children
  - *See also* **Health**, Mental Health; **Family**, Conflict; **Family**, Crisis
- Foster Care
- Gifted Children
- Playing With Your Children
- Premature Babies

- Raising Children Alone
- Retarded Children
  - *See also* **Health**, Retardation Prevention; **Health**, Prenatal Care
- Selection of Child Care Facilities
- Sex Education
  - *See also* **Family**, Sexual Relations
- Success & Failure in School
- Teaching Children to Handle Emergencies
  - *See also* **Home**, Safety Planning

COMMUNITY

- Censorship
- Citizenship: Naturalization
- Citizen's Responsibilities
  - Community Projects
  - Jury Duty
  - Public Office
  - Social Action
  - Voting, Vote Buying
- Community Hazards
- Community Organizations, Resources and Services
  - Child Services
  - Employment
  - Fire
  - Licensing Bureaus
  - Police
  - Public Health
  - Public Library Services
  - Referral Services
  - Schools
  - Volunteers
  - Welfare
    - *See also* **Money Management**, Food Stamps
- Dealing with Police
- Emergency Services
  - Disaster Action
  - Red Cross
  - Salvation Army
  - Telephone Hot Lines
- Ethnic Centers & Groups
- Government: Local, State, National
- How to Participate in & Use the Democratic Process
- Juvenile Delinquency
- Keeping Informed: Media, TV, Radio, Newspapers, Magazines
- Military Service
- Parliamentary Procedures
- Reentry from Institutions
  - Corrections
  - Sanatoria
  - Veterans

- Social Problems of the Community
  - Busing
  - Crime
  - Environment, Ecology
    - *See also* **Health**, Pollution
  - Street Safety
  - Zoning
- Street Gangs

EDUCATION

- Educational Institutions
  - Colleges & Universities
  - Community Colleges
  - Vocational & Technical
- How to Apply to Educational Institutions
- How to Study
- How to Take a Test
- Locating Information
- -Self Education
  - Education Credit for Experience
  - Educational Loans, Scholarships, & Assistance Programs
  - Educational Programs for Adults
  - GED, High School Equivalency Diploma

FAMILY

- Brothers & Sisters: Sibling Relationships
- Common Law Marriages
- Divorces & Separations
- Extended Family: Cousins, Uncles, Grandparents, etc.
- Family Conflict
  - *See also* **Children**, Emotional Problems in Children
- Family Crisis
  - *See also* **Aging**, Death
- Identifying Strengths and Weaknesses in the Family
- In-Laws
- Marriage Roles
- Sexual Relations
- Unwed Parents

FREE TIME

- Astrology
- Cultural Activities: Music, Performing Arts, etc.
- Dancing
- Fortune Telling
- Gambling
- Games
- Handicrafts
- Hobbies
- Parks
- Pets
- Recreation
  - Indoor
  - Outdoor: Camping, Fishing, Hunting, Swimming, etc.

- Sewing
- Sports
- TV, Radio, Movies
- Using Free Time Effectively
- Vacations

HEALTH

- Alcoholism
- Birth & Genetic Defects
- Childbirth, Labor, Midwifery
- Chronic Diseases
  - Arthritis
  - Cancer
  - Diabetes
  - Heart
  - Hypertension
  - Respiratory
- Dental Care
- Disease Information
  - *See also* Health, Chronic Diseases
- Disease Prevention
  - Cancer
    - *See also* Health, Smoking
  - Heart Disease
  - Immunization, Innoculation
  - Respiratory Disease
- Drug Abuse
- Exercise
- Faith Healing
- Family Planning
  - Abortion
  - Birth Control
  - Fertilization and Sterility
  - Sterilization
- First Aid
- Generic Drugs & Laws
- Handicapped, Mental & Physical
- Health Costs
  - Doctors
  - Hospital
  - Medicaid
  - Medicare
- Home Health Care
- Home Remedies, Medicinal Herbs
- How to Select & Obtain Medical Services
  - Dental
  - Doctors
  - Emergency
  - Hospitals
  - Medical Clinics
    - *See also* Community, Community Organizations, Resources & Services, Public Health
  - Mental
- How to Talk with a Doctor

- Insect & Pest Control
  - *See also* **Health**, Sanitation
- Menopause
- Mental Health
  - *See also* **Children**, Emotional Problems in Children
- Nutrition
- Patent Medicines: Over the Counter Medicines
- Personal Hygiene
  - *See also* **Understanding Self & Others**, Personal Care & Grooming
- Physiology & Anatomy
  - *See also* **Health**, Preserving Your Health
- Physiology of Lifting
  - Back Problems
  - Hernias
- Pollution
  - *See also* **Community**, Social Problems of the Community, Environment, Ecology
- Prenatal Care
  - *See also* **Children**, Premature Babies
- Prescriptions
- Preserving Your Health
  - General
  - Hearing
  - Sight
- Quackery
- Rehabilitation
- Retardation Prevention
  - *See also* **Children**, Retarded Children
- Sanitation
  - *See also* **Community**, Community Hazards
- Smoking
- Venereal Diseases
- Weight Problems
  - Diets
  - Overweight
  - Underweight
  - Weight Watching Plans
- What to Expect at the Hospital

HOME

- Buying & Selling
- Decorating
- Furnishings
  - *See also* **Money Management**, Comparison Buying, Furniture & Accessories
- Home Building
- Home Gardening: Flowers & Vegetables
- Home Management
  - Care of Clothing
  - Food Preparation: Canning, Freezing, Cooking
  - House Cleaning
- Maintenance & Repairs
- Owner's Liabilities & Responsibilities
- Remodeling
- Renting

- Safety Planning
  - Fires
    - *See also* **Money Management**, Insurance, Fire
  - Home Accidents, Poisons, etc.
  - Tornadoes
    - *See also* **Community**, Emergency Services
  - Trailers
  - Utilities

JOBS

- Agricultural Jobs
  - Cooperatives
  - Farming
  - Land Use
  - Sharecropping, Tenant Farming
  - Woodland Management
- Application Forms
- Applying for a Job
- Assessing Your Own Skills, Talents, and Interests
- Career Planning
- Civil Service Information
- Distinguishing Between Good & Bad Jobs: Facilities, Fringe Benefits, Hours, Wages
- Employee's Responsibilities
- Employer's Responsibilities
- Employment Agencies
- Finding a Job
  - *See also* **Jobs**, Occupational Information; **Jobs**, Career Planning
- Holding a Job
  - *See also* **Understanding Self & others**, Getting Along with Others
- Job Discrimination
  - *See also* **Understanding Self & Others**, Dealing with Discrimination; **Legal Rights**, Civil Rights
- Job Safety
- Losing a Job
  - *See also* **Jobs**, Unemployment
- Occupational Information
- Seasonal Jobs
- Training & Retraining Programs
  - *See also* **Education**, Educational Institutions
- Unemployment
- Unions
- Upgrading on the Job
  - *See also* **Jobs**, Holding a Job
- Working Women
- Workmen's Compensation

LEGAL RIGHTS

- Arrests
- Civil Rights
  - Bill of Rights

    - Civil Rights Movement
    - Legal Rights Under the Law
    - Other
- Legal Aid

MONEY MANAGEMENT

- Advertising
- Auctions
- Banks & Banking
    - Checking
    - Savings
- Budgeting
- Buying Guides
- Car Buying: New and Used
- Charge Accounts
- Comparison Buying: Values in Purchasing
    - Appliances
    - Clothing
        - *See also* **Home**, Home Management, Care of Clothing
    - Drugs
    - Food
    - Furnishings and Accessories
- Consumer Magazines
- Consumer Rights: Gypping
- Counterfeits
- Credit Bureaus
- Credit Cards
- Credit Unions
- Discount Store Buying
- Farm Equipment Purchases
- Food Stamps
    - *See also* **Community**, Community Organizations, Resources, Services, Welfare
- Fraud
- Garnishments
- Income Tax
    - City
    - Federal
    - Local
    - State
- Installment Buying
- Insurance
    - Burial Insurance
    - Disability Insurance
    - Fire Insurance
    - Health Insurance
    - Home Owners Insurance
    - Life Insurance
    - Motor Vehicles Insurance
    - Private Pension Plans
- Interest Rates
- Investing Money
- Land Buying & Selling

- Loans: Borrowing Money
  - Easy Credit
  - FHA Loans
  - Loan Companies
- Mail Order Catalog Buying
- Rebates
- Retail Processes
- Sales Tax
- Social Security
- Warranties & Guarantees

MOVING

- Adjustment to the Neighborhood
- Church
- Employment
  - *See also* **Jobs**, Finding a Job
- Establishing Credit
- Food Shopping
- Housing
- Moving, Expenses, Methods
- Schools

RELIGION

- Churches
- Denominations & Sects
- Personal Beliefs

TRANSPORTATION

- Defensive Driving
- Driver's Licenses
  - *See also* **Community**, Organizations, Resources, & Services, Licensing Bureaus
- Highway Safety
- Maps
- Overnight Accommodations
- Routing
- Stations
- Types of Transportation: Comparisons, Convenience, Fares, Repairs, General Information
  - Air
  - Bicycles
  - Boats
  - Buses
  - Cars
  - Motorcycles
  - Trains

UNDERSTANDING SELF AND OTHERS

- Attitudes
- Changing Yourself

- Communication
  - Correct Speech Usage
  - Giving Directions
  - Listening
  - Public Speaking
  - Taking Directions
  - Use of Telephones
  - Writing Letters, Reports, etc.
- Cultural Studies
- Decision Making
- Describing Feelings
- ESP
- Entertaining
- Ethnic Studies
- Friendship
- Getting Along with Others, Interpersonal Relationships
  - Accepting Help
  - Dealing with Conflict
  - Dealing with Criticism
  - Dealing with Discrimination
  - Dealing with Unwanted Advances
  - Fighting Fairly
  - Getting Acquainted
  - Helping Others
  - Meeting People
  - Working with Others
- Goal Setting, Planning and Achievement
- Handling Intimacy
- Living Alone
- Love
- Manners and Etiquette
- Neighbors
- Personal Adjustment
- Personal Care and Grooming
  - *See also* Health, Personal Hygiene
- Personal Ethics, Values, Morals, Standards
- Personal Problem Solving
- Respecting the Ideas and Beliefs of Others
- Self-esteem
- Self Evaluation
- Self Understanding
- Sensitivity to Yourself and Others
- Sexual Relations
  - *See also* Family, Sexual Relations
- Sportsmanship
- Suicide
- Superstition
- Understanding What Makes Me the Way I Am: Heredity & Environment
- Women's Liberation Movement
  - *See also* Jobs, Working Women

Opening Doors for Adult New Readers

By Linda Bayler
Preface by Professor Helen Lyman
Introduction by Melissa Forinash Buckingham

This handbook focuses on providing materials for adult new readers through the library. It offers suggestions not only for selecting materials and establishing literacy collections, but also for organizing them and stimulating their use.

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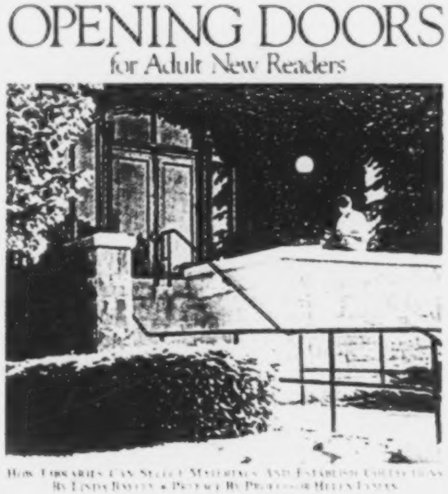

New Readers Press
Division of Laubach
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Box 131
Syracuse, NY 13210
315/422-9121

REVIEWS

BOOKLIST: A column, "Adult Basic Education Materials," reviews new instructional, leisure, and informational materials in the January, April, July, and October 15th issues.

PIVOT: Reader Development Program of the Free Library of Philadelphia Newsletter. Each quarterly issue reviews the new titles which have been added to Reader Development Collection. Free.

Free Library of Philadelphia
Logan Square
Philadelphia, PA 19103
215/686-5322
SAN 358-8785

ADULT LITERACY & TECHNOLOGY NEWSLETTER: A quarterly newsletter of the Adult Literacy and Technology Project. $15 annual subscription fee.

Adult Literacy and Technology Project
Inst. for the Study of Adult Literacy
Penn State University
248 Calder Way, Suite 307
University Park, PA 16801

Reviews software programs for adult literacy. A 1987 publication, Guide To Recommended Literacy Software, contains 80 reviews of software programs, needed hardware peripherals, software compatibility, and a bibliography of existing software evaluations. Order from the address above.

REVIEWS OF READING AND WRITING SOFTWARE FOR VOLUNTEER ADULT LITERACY PROGRAMS, 1988; reviews 60 educational software programs.

New Readers Press
Box 131
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(312) 422-9121

BIBLIOGRAPHIES

These lists may serve as a guide to creating a core collection of bright, cheerful, relevant books, which will appeal to adults who are just learning to read, who read poorly, or who are reluctant to read.

You may borrow these bibliographies from the Texas State Library, Science Collection. Call (512) 463-5494 or 800/252-9386.

Note: Some items listed in these bibliographies may no longer be in print.

027.6 **Reader Development Bibliography: Books Recommended for Adult New Readers.** Annotated and compiled by M.F. Buckingham. New Readers Press, 1982.
R222

Lists and describes materials from the Reader Development Program of The Free Library of Philadelphia. This program provides materials written on an eighth grade reading level or below to adults and young adults learning to read. The list is divided into subject areas of interest to adult readers trying to make their way in the world. It also provides one hundred fiction entries. There is an essay on how to choose low level reading material for adults.

New Readers Press
Publishing Division of Laubach
Literacy International
Box 131
Syracuse, NY 13210

011.6 **Books for Adult New Readers: A Bibliography Developed by Project: LEARN**, Cleveland Area Metropolitan Library System, and Merrick Settlement House. Compiled and annotated by Frances Josephson. 1988. $6.00 paper.
B644
1988

This list was compiled for English speaking readers 18 years or older who read at a seventh grade level or below. Sixty percent of the 400 items are fifth grade level or below. The materials content, design, and layout are directed toward adults. The list is divided into two basic sections, knowledge and leisure reading. Both subjects cover a wide range of topics including science, history, sports, and science fiction.

New Readers Press
Publishing Division of Laubach
Literacy International
Box 131
Syracuse, NY 13210

011.6 **Literacy Resources: An Annotated Checklist for Tutors and Librarians.** Compiled by Jane-Carol Heiser. Enoch Pratt Free Library, 1983. $5.00 paper.
H365L

Lists and describes material used often and successfully by people participating in the Enoch Pratt Literacy Program. This material is for beginning adult readers but it ranges in difficulty from grade 1 level through grade 8 level. The list includes reading for entertainment and for information on basic life skills, jobs, cars, money, family, government.

Enoch Pratt Free Library
400 Cathedral St.
Baltimore, MD 21201-4484

016.8
B471
1980

BIBLIOGRAPHY OF BASIC MATERIALS: READING, ENGLISH AS A SECOND LANGUAGE, HUMANITIES. Literacy Volunteers of America, Inc. 1980. $6.00.

This list is divided into three levels of reading difficulty, grades 0-2, grades 3 and 4, and grades 5 and above. Within each reading level, books are recommended for recreational reading, as well as for information on community resources, consumer economics, health, occupational knowledge, government and law, driver's education and filling out forms. The humanities bibliography selects titles covering native Americans, and migrants, as well as dictionaries, motivational materials, periodicals spelling, math and other topics to serve as a balance to the study of coping skills.

Literacy Volunteers of America
404 Oak St.
Syracuse, NY 13203
(315) 474-7039

010
B814b

Books for You: A List of Entertaining Books That are Easy to Read. Dallas Public Library, 1981.

The booklet is an annotated list of 160 titles that are easy to read and which appeal to adult audiences who for whatever reason need easy to read books about subjects in which there is a great deal of interest. The Dallas Public Library printed this booklet as a part of a Service to the Deaf grant and has found it very helpful in serving this population group.

Reading level is indicated for each title. They are all sixth grade reading level or below.

428.4016
C812

Core Library for Literacy and Conversational English Programs: A Bibliography. Literacy Volunteers of America, 1984.

This is a collection of material for a basic literacy or conversational English program containing materials which a beginning reader may use.

PUBLISHERS

These publishers produce Adult Basic Education and English-as-a-Second Language educational material. They also produce information and fiction books for adult new readers. Address requests for catalogs to the ABE and/or Adult New Reader department.

American Bible Society
P.O. Box 5656
Grand Central Station
New York, NY 10017

American Library Association
50 E. Huron St.
Chicago, IL 60611
312/944-6780

Better Learning
1004 Crystal Creek Drive
Austin, TX 78746
512/263-2226

Book-Lab, Inc.
500 74th St.
North Bergen, NJ 07047
201/861-6743

Cambridge, The Adult Education Co.
888 7th Avenue
New York, NY 10106
800/221-4764

Camden and Associates, Inc.
501 W. Ogden Ave.
Hinsdale, IL 60521

Channing L. Bete Co.
200 State Road
South Deerfield, MA 01373

Collier/Macmillan
866 Third Ave.
New York, NY 10022

Contemporary Books, Inc.
180 North Michigan Avenue
Adult Education Department F 83
Chicago, IL 60601
312/782-9181

Continental Press
520 E. Bainbridge St.
Elizabethtown, PA 17022
717/367-1836

Crestwood House
Box 3427, Highway 66 South
Mankato, MN 56001
507/388-1616

Doubleday and Company
501 Franklin Avenue
Garden City, NY 11530

ESL/ABE Service Center
500 South Dwyer Avenue
Arlington Heights, IL 60005

Follett Publishing Co.
1010 W. Washington Blvd.
Chicago, IL 60607
312/666-4300

Janus Book Publishers
2501 Industrial Pkwy.
Dept. H
Hayward, CA 94545
415/887-7070

Literacy Volunteers of America
404 Oak St.
Syracuse, NY 13203
315/474-7039

Longman, Inc.
1560 Broadway
New York, NY 10036
212/764-3950

National Textbook Co. (ESL)
8259 Niles Center Rd.
Skokie, IL 60076
312/679-4210

New Readers Press
California Literacy Bookstore
317 W. Main St.
Alhambra, CA 91801
213/282-2196
(Distributor)

New Readers Press
Division of Laubach
Literacy International
Box 131
Syracuse, NY 13210
315/422-9121

Pitman Learning, Inc.
6 Davis Drive
Belmont, CA 94002
415/592-7810

Regents Publishing Company, Inc.
2 Park Avenue
New York, NY 10016
212/889-2780

Rio Grande Book Co. (ESL)
Box 2795
1101 Upas
McAllen, TX 78501

Scholastic Book Services
50 West 44th St.
New York, NY 10036

Scott Foresman
Sales Representative
2208 Glen Forest Lane
Plano, TX 75023
214/985-0025

Steck-Vaughn Company
P.O. Box 2028
Austin, TX 78768
512/476-6721

Xerox Education Publications
245 Long Hill Rd.
Middletown, CT 06457
203/349-7251

Publish/1

APPLYING THE GUNNING FOG INDEX FORMULA

A. Taking samples

To take a sample, count off about 100 words. Count to the end of the sentence that ends nearest the 100th word. Note the total number of words.

If the piece is long, you may want to take several samples, spaced evenly through it.

Be careful not to take your samples from the very beginning or end of chapters. These parts are not typical of the whole.

Avoid sampling material that is not typical of continuous matter. That is, avoid sampling titles, headings, and vertical lists. Do not sample dialog unless it is typical of the content.

B. Figuring sentence length

Divide the total number of words in the sample by the number of sentences. Round off to the nearest tenth. For speed and convenience, use quick chart A.

C. Counting hard words

Count the number of hard words in each sample.

A hard word is usually any word of three or more syllables. There is a syllable for every vowel sound. (Don't be fooled by words like "every" and "business." The have just two vowel sounds, even though you see three vowel letters.)

Count a hard word only once in each sample. (New Readers Press has added this rule of its own so as not to penalize the author for helping the reader to learn new vocabulary by repeating the word in context and explaining its meaning.) But do start the hard-word count from scratch in each new sample.

If a hard word appears in different forms with different meanings, count each form separately. For example, "satisfy" and "satisfaction" should be counted separately. You do not have to count separately "-s," "-ed," or "-ing" forms of the same word, however. Thus, "company" and "companies" add up to just one hard word in a sample.

Exceptions to the three-syllable rule are described below.

1. Do not count as a hard word any three-syllable word made up of a two-syllable word and one of the following endings:
   -s, -es   -ed   -er
   -'s, -s'   -ing   -est   -ly
   Easy: finish**es**, visit**ed**, visit**ing**, garden**er**, narrow**est**, silent**ly**
   But do count as a hard word any similar two-syllable word with one of the following endings:
   -or   -ier   -iest   -ily
   Hard: inspect**or**, happ**ier**, happ**iest**, eas**ily**

2. Do not count as a hard word any closed compound word of three syllables.
   Easy: bookkeeper, afternoon, another, everything, anyone
   Hard: undercover, overreact, everybody, anybody

3. Do not count as a hard word any proper name. Any capitalized word is a proper name unless it is capitalized just because it is the first word in the sentence.

4. Do not count as a hard word any string of numerals, or numerals with letters or common symbols.
   Easy: 1776 $12.50 75¢ 25% 72° 6:30 8½ 21st

5. Do not count as a hard word any cluster of initials, acronym, or abbreviation.
   Easy: E.E.O.C. rules OSHA 35 mph
   3 tsp. salt 6:30 a.m. 45 lbs.

D. Finding the percentage of hard words

Now that you have the **number** of hard words, find the **percentage** of hard words. Use quick chart B.

E. Finding the grade level

Now, add the two factors - average sentence length and percentage of hard words. Multiply their sum by the constant .4. Round off the answer to the nearest tenth. The result is the Fog Index, the equivalent of a grade level.

Percentage of hard words + Average sentence length = Sum x .4 = Fog Index or grade level

F. Averaging the scores

When you have found the grade-level scores for several samples, the last step is to find their average. Add the grade-level scores for all the samples and divide by the number of samples. This will give you the grade level for the selection as a whole.

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A. Quick finder for average number of words per sentence

Find the column with the exact number of words in the approximately 100-word sample.
Find the row with the number of whole sentences in the sample.
Where the row and column meet, you will find the average number of words per sentence.

Number of words in the sample

Number of whole sentences	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110
2	45.0	45.5	46.0	46.5	47.0	47.5	48.0	48.5	49.0	49.5	50.0	50.5	51.0	51.5	52.0	52.5	53.0	53.5	54.0	54.5	55.0
3	30.0	30.3	30.7	31.0	31.3	31.7	32.0	32.3	32.7	33.0	33.3	33.7	34.0	34.3	34.7	35.0	35.3	35.7	36.0	36.3	36.7
4	22.5	22.8	23.0	23.3	23.5	23.8	24.0	24.3	24.5	24.8	25.0	25.3	25.5	25.8	26.0	26.3	26.5	26.8	27.0	27.3	27.5
5	18.0	18.2	18.4	18.6	18.8	19.0	19.2	19.4	19.6	19.8	20.0	20.2	20.4	20.6	20.8	21.0	21.2	21.4	21.6	21.8	22.0
6	15.0	15.2	15.3	15.5	15.7	15.8	16.0	16.2	16.3	16.5	16.7	16.8	17.0	17.2	17.3	17.5	17.7	17.8	18.0	18.2	18.3
7	12.9	13.0	13.1	13.3	13.4	13.6	13.7	13.9	14.0	14.1	14.3	14.4	14.6	14.7	14.9	15.0	15.1	15.3	15.4	15.6	15.7
8	11.3	11.4	11.5	11.6	11.8	11.9	12.0	12.1	12.3	12.4	12.5	12.6	12.8	12.9	13.0	13.1	13.3	13.4	13.5	13.6	13.8
9	10.0	10.1	10.2	10.3	10.4	10.6	10.7	10.8	10.9	11.0	11.1	11.2	11.3	11.4	11.6	11.7	11.8	11.9	12.0	12.1	12.2
10	9.0	9.1	9.2	9.3	9.4	9.5	9.6	9.7	9.8	9.9	10.0	10.1	10.2	10.3	10.4	10.5	10.6	10.7	10.8	10.9	11.0
11	8.2	8.3	8.4	8.5	8.5	8.6	8.7	8.8	8.9	9.0	9.1	9.2	9.3	9.4	9.5	9.5	9.6	9.7	9.8	9.9	10.0
12	7.5	7.6	7.7	7.8	7.8	7.9	8.0	8.1	8.2	8.3	8.3	8.4	8.5	8.6	8.7	8.8	8.8	8.9	9.0	9.1	9.2
13	6.9	7.0	7.1	7.2	7.2	7.3	7.4	7.5	7.5	7.6	7.7	7.8	7.8	7.9	8.0	8.1	8.2	8.2	8.3	8.4	8.5
14	6.4	6.5	6.5	6.6	6.7	6.8	6.9	6.9	7.0	7.1	7.1	7.2	7.3	7.4	7.4	7.5	7.6	7.6	7.7	7.8	7.9
15	6.0	6.0	6.1	6.2	6.3	6.3	6.4	6.5	6.5	6.6	6.7	6.7	6.8	6.9	6.9	7.0	7.1	7.1	7.2	7.3	7.3
16	5.6	5.7	5.7	5.8	5.9	5.9	6.0	6.0	6.1	6.2	6.2	6.3	6.4	6.4	6.5	6.6	6.6	6.7	6.8	6.8	6.9
17	5.3	5.4	5.4	5.5	5.5	5.6	5.6	5.7	5.8	5.8	5.8	5.9	6.0	6.0	6.1	6.2	6.2	6.3	6.4	6.4	6.5
18	5.0	5.1	5.1	5.2	5.2	5.3	5.3	5.4	5.4	5.5	5.5	5.6	5.7	5.7	5.8	5.8	5.9	5.9	6.0	6.1	6.1
19	4.7	4.8	4.8	4.9	4.9	5.0	5.0	5.1	5.1	5.2	5.3	5.3	5.4	5.4	5.5	5.5	5.6	5.6	5.7	5.7	5.8
20	4.5	4.5	4.6	4.6	4.7	4.7	4.8	4.9	4.9	4.9	5.0	5.1	5.1	5.1	5.2	5.2	5.3	5.4	5.4	5.5	5.5

Quick charts A and B reprinted from Using Readability: Formulas for Easy Adult Materials, c1977, by permission of New Readers Press, Syracuse, New York

B. Quick finder for percentage of hard words

Find the column with the exact number of words in the approximately 100-word sample.
Find the row with the number of hard words.
Where the column and row meet, you will find the percentage of hard words.

Number of words in the sample

er of hard words	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110
1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	0.9	0.9	0.9
2	2.2	2.2	2.2	2.2	2.1	2.1	2.1	2.1	2.0	2.0	2.0	2.0	2.0	1.9	1.9	1.9	1.9	1.9	1.9	1.8	1.8
3	3.3	3.3	3.3	3.2	3.2	3.2	3.1	3.1	3.1	3.0	3.0	3.0	2.9	2.9	2.9	2.9	2.8	2.8	2.8	2.8	2.7
4	4.4	4.4	4.3	4.3	4.3	4.2	4.2	4.1	4.1	4.0	4.0	4.0	3.9	3.9	3.8	3.8	3.8	3.7	3.7	3.7	3.6
5	5.6	5.5	5.4	5.4	5.3	5.3	5.2	5.2	5.1	5.1	5.0	5.0	4.9	4.9	4.8	4.8	4.7	4.7	4.6	4.6	4.5
6	6.7	6.6	6.5	6.5	6.4	6.3	6.3	6.2	6.1	6.1	6.0	5.9	5.9	5.8	5.8	5.7	5.7	5.6	5.6	5.5	5.5
7	7.8	7.7	7.6	7.5	7.4	7.4	7.3	7.2	7.1	7.1	7.0	6.9	6.9	6.8	6.7	6.7	6.6	6.5	6.5	6.4	6.4
8	8.9	8.8	8.7	8.6	8.5	8.4	8.3	8.2	8.2	8.1	8.0	7.9	7.8	7.8	7.7	7.6	7.5	7.5	7.4	7.3	7.3
9	10.0	9.9	9.8	9.7	9.6	9.5	9.4	9.3	9.2	9.1	9.0	8.9	8.8	8.7	8.7	8.6	8.5	8.4	8.3	8.3	8.2
10	11.1	11.0	10.9	10.8	10.6	10.5	10.4	10.3	10.2	10.1	10.0	9.9	9.8	9.7	9.6	9.5	9.4	9.3	9.3	9.2	9.1
11	12.2	12.1	12.0	11.8	11.7	11.6	11.5	11.3	11.2	11.1	11.0	10.9	10.8	10.7	10.6	10.5	10.4	10.3	10.2	10.1	10.0
12	13.3	13.2	13.0	12.9	12.8	12.6	12.5	12.4	12.2	12.1	12.0	11.9	11.8	11.7	11.5	11.4	11.3	11.2	11.1	11.0	10.9
13	14.4	14.3	14.1	14.0	13.8	13.7	13.5	13.4	13.3	13.1	13.0	12.9	12.7	12.6	12.5	12.4	12.3	12.1	12.0	11.9	11.8
14	15.6	15.4	15.2	15.1	14.9	14.7	14.6	14.4	14.3	14.1	14.0	13.9	13.7	13.6	13.5	13.3	13.2	13.1	13.0	12.8	12.7
15	16.7	16.5	16.3	16.1	16.0	15.8	15.6	15.5	15.3	15.2	15.0	14.9	14.7	14.6	14.4	14.3	14.2	14.0	13.9	13.8	13.6
16	17.8	17.6	17.4	17.2	17.0	16.8	16.7	16.5	16.3	16.2	16.0	15.8	15.7	15.5	15.4	15.2	15.1	15.0	14.8	14.7	14.5
17	18.9	18.7	18.5	18.3	18.1	17.9	17.7	17.5	17.3	17.2	17.0	16.8	16.7	16.5	16.3	16.2	16.0	15.9	15.7	15.6	15.5
18	20.0	19.8	19.5	19.4	19.1	18.9	18.8	18.6	18.4	18.2	18.0	17.8	17.6	17.5	17.3	17.1	17.0	16.8	16.7	16.5	16.4
19	21.1	20.9	20.7	20.4	20.2	20.0	19.8	19.6	19.4	19.2	19.0	18.8	18.6	18.4	16.3	18.1	17.9	17.8	17.6	17.4	17.3
20	22.2	22.0	21.7	21.5	21.3	21.1	20.8	20.6	20.4	20.2	20.0	19.8	19.6	19.4	19.2	19.0	18.9	18.7	18.5	18.3	18.2

AN INFORMAL LIST OF POINTS TO KEEP IN MIND WHEN EVALUATING LOW READING OR BASIC LEARNING LEVEL MATERIALS:--

These suggestions are presented in no particular order under their headings, and I have not credited my sources - which are many, and which I have sometimes forgotten. These suggested criteria are to be applied to the evaluation of materials for adult new readers in addition to traditional criteria for book evaluation such as believable characters, up-to-date and accurate information, material which holds interest, etc.

A GOOD GENERAL PRECEPT:

Ask yourself: Who will read the materials? (a) How well do they read? (b) What are their interests? (c) What do they need to learn?

Know your community of adult new readers: Are they deaf or hearing-impaired? recent immigrants? developmentally disabled? special learners? unschooled? What are their cultural backgrounds? information needs? interests?

CONTENT AND TONE:

Interests of adults with limited reading skills are as varied as those of the general public, but...

Pay particular attention to materials in the five subject areas identified by the Adult Performance Level Project as ones in which it is necessary for adults to be knowledgeable in order to function effectively: consumer economics, occupational knowledge, community resources, health, and government and law. In other words, for those reading to find out something, have information on: jobs and job skills, family life, child care, medicine and health, personal growth and self-help, consumer needs, legal and civil rights, car repair, crafts and hobbies, home maintenance, community services, money management, how to do anything, etc.

Also consider especially materials that teach the four basic skills identified by the APL Project: communication skills (including reading and writing), computation skills, problem-solving skills, skills in interpersonal relationships. In other words, for those learning to read and seeking to improve other basic skills have: Pre-GED study texts, math workbooks, vocabulary and spelling books, dictionaries etc.

For those interested in leisure reading materials with which to practice or enjoy their new skills have: adventures, mysteries, romances, biographies, books on subjects of current interest etc.

Look for:
- Situations in which adults might find themselves.
- Adult main characters.
- Tone that is not patronizing or condescending.
- Characters from diverse backgrounds and cultures.

READABILITY AND WRITING STYLE:

Short sentences.
Short paragraphs.
Short chapters with lots of space at beginning and end.
Few pages.
Words that are short and/or easy to decode or are familiar.
Active rather than passive voice.
Avoidance of lengthy description.
Lists rather than narrative where appropriate.
Linear action, chronological order.
Logical, believable plots.
All parts relevant to the whole.

Story line developed through conversation and action.
Single point of view or narrator.
Small cast of strongly defined characters.
Scope which is limited and defined; not trying to cover too much.
Concrete concepts.
The two most-used readability formulas for use with adult materials: Gunning Fog Index and Fry Readability Graph. Choose one and use it consistently.
Ask yourself: "If I were reading this one...word...at...a...time, could I follow it?"
Ask yourself: "If it took me five minutes to read this page, would I remember what happened at the beginning by the time I got to the end? Would I care?!"

PHYSICAL LAYOUT/FORMAT:

Large type but not so large as to resemble that found in pre-primers.
Generous spacing, leading, and margins.
Illustrations which are clear and unambiguous and which clearly relate to and augment the text.
Art work at an adult level and of adult subjects (photos popular).
Thin book.
Paper of sufficient weight not to bleed through.
Clean, clear typeface. (Italic type, for instance, not desirable.)
Pocket-sized or "regular"-sized format rather than the over-large format of many children's books.
Eye-catching cover which does not mark reader as illiterate or slow learner.
Understandable title illustrative of contents.
Relatively durable format.
Non-consumable format or one adaptable to repeated use.

SPECIAL FEATURES TO LOOK FOR IN WORKBOOKS AND OTHER TEACHING MATERIALS:

Test the materials on yourself; sit down and work your way through the book (skimming and skipping where possible), answering the questions, working the problems, etc. Do you grasp the concepts? Are the explanations understandable? Are the questions unambiguous? Then, look for the following features...
Goals for each lesson that are clear, practical, and obtainable.
One or two concepts per lesson, taught thoroughly.
Sequentially organized skill building.
Progressive, incremental presentation of facts/concepts.
Clear explanations.
Repetition of important or key information/concepts.
Plenty of examples and sample problems.
Plenty of opportunity to practice.
Check-ups and other frequent opportunities for self-evaluation.
Easy-to-use answer keys in the book or at least inexpensively available and able to be shelved with the book (preferably stapled into the book or slipped into a pocket inside the cover).
Plenty of opportunity for success; failure in the program difficult.
In reading passages, followed by questions and exercises designed to improve comprehension and other reading skills: good ratio of reading to exercises.

MISCELLANEOUS:

Relative cost.
Value compared to other similar titles already in

O'Brien, Project LEARN (Cleveland, Ohio), May 1984.

SUGGESTIONS FOR THE TUTOR

The book review form has been designed not only to solicit from the Project: LEARN student much needed information about books being considered for inclusion in a model collection of adult interest/low reading level materials, but also to provide an independent learning experience for the student. (This learning experience will help the student to think not only about the content of the book but also about how he feels about what he has read.) The form is written with vocabulary presented through Skill Book Three and New Ways. The following words are new: book, easy, really, adults, interesting, boring, and second.

Each book review experience will involve two books. You may wish to have your student read the books out loud in class over a number of sessions; or you may want to ask your student to read the books at home; or you may wish to use a combination of methods. Any approach from which your student will learn the most or with which he is most comfortable is appropriate.

The actual filling out of the form, however, should be done by the two of you together. A good way to do this is for the student to read the form out loud, filling it out as he goes. This way, you can help with difficult words. Also, you can - and should - talk with the student about the answers he is giving. For instance, if the student indicates that he likes the pictures " not so much," you might ask him how he would make them better. Or, if he chooses as his own word to describe the story the word "mushy," you might ask him what about the story made him feel that way. KEEP YOUR STUDENT'S COMMENTS IN MIND SO THAT YOU CAN ADD THEM TO THE END OF THE BOOK REVIEW FORM, ALONG WITH ANY OTHER COMMENTS THAT YOU CARE TO MAKE ABOUT YOUR STUDENT'S REACTIONS. Please also ask your student to put his name at the bottom of the form.

The purpose of having your student read and evaluate two books at once is to give him something with which to compare, to help him make his evaluative thinking more concrete. It will also help us in our evaluations of the materials to have students make such comparisons.

Revised working draft 1/2/80
R.L. O'Brien

Project: LEARN
Cleveland, Ohio

Evaluation Form (Proposed)

Title:____

Author(s)/Editor(s):______________________________

Publisher:_______________________________________

Series:__________________________ No.page_____________

Date (and Edition): ______________________ BIP '79-'80

Price (only from current pub cat or BIP):__________ pub cat '79-70

Other components: teaching guide:
included ____
available ____
price

workbook:
included ____
available ____
price

answer key:
included ____
available ____
price

Format: ___ hardcover trade book ___ paperback trade book ___ textbook
___ magazine/newspaper ___ pamphlet ___ workbook
___ other ______________________________

If not a workbook or textbook, does the material have any special learning features (questions, exercises, etc.)?__________________________________

PLEASE ANSWER ALL QUESTIONS FOR EACH BOOK, WHETHER IT IS FICTION OR NON-FICTION.

Type of literature: ___ novel ___folklore ___ poetry ___ humor
___ short stories ___ mixed collection ___biog/autobiog
___ "how to" ___ other nonfiction ___other__________

Primary subject (Be specific):____________________________

Areas of knowledge: ___ consumer economics ___ health ___ family living
___ self-improvement ___ leisure activities ___ government and law
___ occupational knowledge ___ ethical and spiritual concerns
___ community resources ___ social/personal relations
___ other ______________________________

Is the material adult-oriented? (Are the characters adults? Are the situations ones in which adults might find themselves? etc.)
___ yes ___no Comment ______________________

Are the attitudes and values inherent in the presentation positive, supportive, unbiased, non-stereotypical? ___ yes ___ no
Comment__________________________________

Is the story or presentation believable, interesting, exciting, compelling?
___ yes ___ no Comment ______________________

Does the material have special appeal for a particular audience?

___ early adult (16-26) ___ mature adult (25-60) ___ older adult (60+)
___ black reader ___ Chicano reader ___ Appalachian reader
___ other racial/ethnic group ______________________________
___ Cleveland area ___ other ______________________________

Skill/factor emphasized: ___ reading (specific skill) ______________
___ writing ___ spelling ___ computing
___ understanding self and others
___ relevance, excitement, pleasure of reading

Can the material be used effectively by the adult new reader without tutor assistance?
___ yes ___ no Comment______________________________
____

What is the reading level? Fry ___ Spache___ Gunning-Fog ___
Is this your own assessment? ___ a reviewer's?___
a publisher's? ___

General appearance:
___ attractive/eye-catching ___ acceptable ___ could be improved (how?)
____

Illustrations (Are they adult-oriented, functional, clear, appealing?):
poor 0____ 1____ 2____ 3____ 4____ 5 excellent

Legibility (Quality of paper, type; size of margins, leads etc.):
poor 0____ 1____ 2____ 3____ 4____ 5 excellent

Plot/summary/critical comments:

___ Recommended ___ Not recommended ___ Recommended with reservations
____

Name of evaluator: ______________________ Date: ________________

Project Learn

Cleveland, Ohio

STUDENT BOOK REVIEW FORM

Write the name of the first book on this line.

Circle Yes or No.

Is this a good book for a person learning to read?	Yes	No
Would you tell a friend to read this book?	Yes	No

Circle the words that tell best what you think.

Did you like the story?	Very much	Pretty much	Not so much
Did you like the pictures?	Very much	Pretty much	Not so much

Circle the words that tell best what the story is like.

Easy to read	Or	Hard to read
Something that might happen	Or	Something that would not really happen
More for adults	Or	More for children
Interesting	Or	Boring

Can you think of another word to tell what the story is like? Write the word on the line.

Write the name of the second book on this line.

Circle Yes or No.

Is this a good book for a person learning to read?	Yes	No
Would you tell a friend to read this book?	Yes	No

Circle the words that tell best what you think.

Did you like the story?	Very much	Pretty much	Not so much
Did you like the pictures?	Very much	Pretty much	Not so much

Circle the words that tell best what the story is like.

Easy to read	Or	Hard to read
Something that might happen	Or	Something that would not really happen
More for adults	Or	More for children
Interesting	Or	Boring

Can you think of another word to tell what the story is like? Write the word on the line.

Which book did you like better? Write the name of the book on the line.

Which book had better pictures? Write the name of the book on the line.

Circle Yes or No.

Would you like to read more books and tell what you think? Yes No

THANK YOU!

Books popular with new readers:

- Skill books---taking a driver's test, car repair, typing, reading, writing, going to the grocery, job skills
- Recreational reading---fiction, history, sports
- Coping books---health, family life, religion, filling out forms, money management
- Special interest magazines and newspapers (with simplified vocabularies and plenty of pictures)

They preferred:

- Paperbacks, pocket-sized books
- Attractive book jackets or covers on the books
- Thin-looking, slim volumes (giving rise to the term "Skinny books")
- Clear black print and plain type faces
- Lots of space between lines and big margins
- Short chapters
- Plenty of photos and illustrations
- An overall appearance that doesn't look like a kid's book

The subject matter and writing style were both found to be important. Materials were more likely to be checked out if they:

- Avoided difficult concepts, symbols, abstract or philosophical writing
- Had an interesting enough plot to make the reader want to finish
- Began quickly, smoothly, or informally
- Used humor or suspense
- Presented problems and situations which would be identifiable to the adult reader
- Avoided didactic or condescending points of view
- Avoided flashbacks, long descriptive passages, obscure history
- Avoided foreign words and phrases
- Used first person narrative, diary, or conversational styles
- Had short sentences
- Were fast paced
- Did not try to cover a very long time span
- Were uncomplicated in character development and plot movements

SUBJECT HEADINGS OF INTEREST TO LVA VOLUNTEERS

Readers
Readers for new literates
Reading -- Remedial teaching
Literacy program
Adult education
English language -- Grammar
English language -- Study and teaching
Literacy program -- Textbooks

DEWEY SECTIONS OF INTEREST TO LVA VOLUNTEERS

373.238 - GED study books
374.012 - ABE including remedial education
374.1 - Adult readers
Self-education
428.24 - Grammar, vocabulary improvement
428.42 - Remedial reading texts; classroom techniques; techniques for correcting faulty habits; increasing proficiency

COLOR CODE DESIGNATIONS FOR 374.1 READERS

Purple = Grade 1
Red = Grade 2
Dark Green = Grade 3
Light Green = Grade 4
Pink = Grade 5
Blue = Grade 6
Yellow = Grade 7

Orange = Grade 8
Brown = Grade 9
Gray = Grade 10
Black = Grade 11 & Over